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THE UNIVERSITY OF ALBERTA

READING PATTERNS IN LANGUAGES OTHER THAN ENGLISH
IN LETHBRIDGE

by

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A THESIS

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Dedicated to all those in Winnipeg's
North End in the 'Fifties who moulded
my attitude to multiculturalism, and
to my husband who has nurtured and
helped me maintain my roots.

ABSTRACT

Since 1978 the Lethbridge Public Library has had the use of the provincial Multilingual Biblioservice, which supplies books in twenty-nine languages other than English. No study had been undertaken to establish the wants of the individual ethnic groups with regard to reading, the sources of their reading material, or how library users perceive the multilingual service provided. This study initiated research in these areas, identified some ways in which library service could be improved and brought to light areas where further research is needed if the ethnic groups are to have their needs fully met.

Twenty-nine ethnic leaders, representing twenty-three ethnic organizations and twelve ethnic groups were interviewed to identify their reading needs and their use of the Public Library. Data thus collected was compared with other data on reading and library use in Canada. The survey indicated that 89.7 percent of Lethbridge's ethnic leaders read in a language other than English, a percentage higher than for reading by Canadians in general. While reading about the same number of books as do other Canadians, they read more newspapers and magazines. Although the Public Library is the second source of reading material, the people surveyed used the Public Library more frequently than Canadians do as a whole.

However, for one-third of the sample, the printed word was not the only medium for conveying information or for preserving their language. Those of Asian origin particularly used non-print media extensively.

Since 50 percent of the sample rated the Library's collection of non-English books as inadequate, more and better books are needed. Newspapers and magazines in other languages are also needed. It was found that it is particularly important that the materials available in languages other than English be listed, so that access is improved. It was also found that a separate collection should be maintained so as to highlight the multilingual service.

Conclusions reached include a recommendation that both the Multilingual Biblioservice and Lethbridge Public Library develop policies for the provision of multilingual materials. It is suggested that the Public Library seek input from ethnic organizations, their libraries and language schools in establishing such a policy. A special project in which the use of the multilingual collection would be promoted with one ethnic group is suggested. A project using magazines is also described. It is recommended that the Library investigate its role in supplying non-print materials such as video tapes to the Japanese-Canadian and other interested communities. Avenues for further research are identified.

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I

INTRODUCTION

Canadian research in library science began only recently. Analysis and evaluation of public library service is particularly new. Alberta's first major study, Alberta Rural Libraries Study,¹ was conducted in the early 1970's. Research studies carried out since then have examined such areas as programming, children's services and the service provided by individual libraries. No one has evaluated how well Alberta's public libraries are meeting the reading needs of Alberta's ethnic communities.

Alberta's Multilingual Biblioservice (MBS) has been providing reading materials in non-English languages to public libraries since 1978. No studies have been undertaken to establish how this service is being used, whether reading materials are available from other sources, or how the service is viewed by the ethnic community.

As a province-wide survey of the use of multilingual materials would have been both unwieldy and overwhelming in the limited time available; a study of a single community was seen to be more manageable. It was felt that such a study could be of use to the community involved; it would provide results applicable elsewhere in the province; and it should indicate possible avenues for future research.

Lethbridge and its Public Library were ideal candidates for a study of multicultural reading needs. An acceptable population sample was available and the results could, perhaps, be applicable to Alberta as a whole. This study was undertaken to explore the reading needs in Lethbridge of those reading in languages other than English and to describe how the Lethbridge Public Library is meeting those needs.

Lethbridge is Alberta's third largest city. Encyclopedia Canadiana describes it as polyglot.² There are twenty-three ethnic organizations in Lethbridge on the mailing list compiled by Alberta Culture's Cultural Heritage Branch and used by it to distribute information to the ethnic groups throughout Alberta. In 1971, the City's ethnic composition was almost identical to that of the province, as indicated by Table I.

Lethbridge also has a well-developed public library service. With fifteen staff, over 169,000 volumes and 467 magazines and newspapers,³ Lethbridge Public Library provides a lending service to both adults and children. It has a large collection of records and tapes and provides a film service. It arranges programmes such as puppet shows for children and film showings for adults. It makes both large print books and talking books available to the visually handicapped and books are delivered to those confined to home or hospital. The Library has used the MBS since the service was established.

II

TERMINOLOGY

The following section provides a definition of a number of specialized terms used throughout this study.

MOTHER TONGUE is the language first learned and still understood.⁴

ETHNIC GROUP is the cultural group to which one belonged on coming to North America or the group to which one's paternal ancestor belonged.⁵

MULTILINGUAL refers to the existence or use of more than one language. In a library context it refers to collections or services in languages other than English.

MULTICULTURAL denotes a combination of "multilingual", "ethnic group" and "cultural". MULTICULTURALISM results from the presence of individuals and groups who have diverse cultural, ethnic and linguistic backgrounds. Its literal meaning of "many cultures" frequently refers to policies and programs by or on behalf of ethnic groups to preserve their own culture and values within a broader national context. In public libraries it denotes service

to all segments of the community, in whatever language best provides that service.

ETHNIC LIBRARY is a collection of books, magazines and newspapers maintained and operated by an ethnic club or organization.

During the course of the study certain terms or short form notations were found to be convenient to use:

MBS is used to mean Multilingual Biblioservice.

Each ethnic group is identified as "Canadian" by a hyphenation once and the qualifying word "Canadian" is not used again; for example, French-Canadians are subsequently referred to as French, and Italian-Canadians as Italians.

When either "Public Library" or "Library" is capitalized it refers to the Lethbridge Public Library. An uncapitalized use of the word "library" refers to libraries in general.

III

METHODOLOGY AND LIMITATIONS

Once a suitable population base was identified work on the study was done in four phases:

- (1) A literature search was undertaken;
- (2) Field research into the reading patterns of Lethbridge's ethnic leaders was carried out;
- (3) Existing multilingual library service in Lethbridge was documented;
- (4) Data were analysed and conclusions drawn.

Literature Search

The Autumn, 1980 issue of Library Trends, which was about library service to ethnic cultural minorities, was the launching point for the literature search of materials related to library service to people whose language is not that of the majority in the community. All bibliographies listed there were reviewed and citations checked, a procedure carried out throughout the literature search process.

Library Literature was examined from 1975 to date for references to multilingual library service in Canada, the United States, Great Britain and Scandinavia. References to Australia were eliminated when it became apparent the

articles cited were either too general or dealt with service to aboriginal people in such specific detail so as not to be applicable to the Alberta experience. The same was found to be true of the American literature which dealt with service to specific groups; for example, Asians, Blacks, Hispanics. Only the more general and philosophical material proved useful.

LISA (Library and Information Science Abstracts) was searched using the DIALOG Information Services system. Using the same system, a similar search was carried out on the ERIC (U.S. Educational Resources Information Center) bibliographic database. In addition, The Documentation Centre at the National Library was asked to provide citations and information.

Everything found to be relevant has been included in the Bibliography.⁶ As well as giving the necessary background, this reading provided valuable assistance in reaching the conclusions drawn.

Before the field research was undertaken, a number of studies dealing with survey methods and instruments were consulted.

Histories of multilingualism and multiculturalism were read to establish an outline of the history of immigration to Canada, a summary of multiculturalism and a background on Alberta's ethnic composition. Population studies listed in the Bibliography were used to document the demographic data used throughout the study. Studies already available of

reading habits and public library use were employed to compare the findings on the reading habits of Lethbridge's ethnic community with those of other Canadians. Primary sources were used whenever available.

Field Research

From the techniques described in the studies dealing with survey methods and using Clough and Quarmby's A Public Library Service for Ethnic Minorities in Great Britain⁷ and Palmour's A Planning Process for Public Libraries,⁸ a survey instrument was designed to identify the reading needs of persons using languages other than English, the use of the public library and the perceptions of library services. This survey instrument was tested with staff at Lethbridge Public Library, Alberta's Multilingual Biblioservice and with randomly selected librarians. Revisions were made and the final survey instrument is shown in Appendix V.

Because the study was a community survey, rather than a library user survey, it was decided to select the population sample from the ethnic community of Lethbridge at large, rather than from known library users. A list of Alberta's ethnic organizations, available from the Cultural Heritage Branch of Alberta Culture, was reviewed to locate ethnic organizations active in Lethbridge. Twenty-three organizations and five language schools representing twelve ethnic groups were found. These are listed in Appendix I. Two multicultural groups were also identified. Since the

time available for field research was limited, one contact for each organization, usually the president, was selected to form the survey sample.

In order to ensure the fullest response to the survey and to overcome possible language difficulties, it was decided that a series of personal interviews would be the best method of collecting the data required. Thirty letters, asking for each individual's participation in the study and for an interview, were sent to those identified as leaders of each group. The letters sent appear in Appendix II. Interview appointments were made and confirmed by telephone. Three people were not located, nor were other members of their society available to participate in the survey. Four people were unavailable, unco-operative or so reluctant that they were not interviewed. One person did not keep the appointment agreed upon. Seven other people were referrals from people contacted in the course of making appointments. Thus, twenty-nine interviews were conducted during April 19-22, 1982. Appendices III and IV itemize and list the organizations involved.

Interviews each took an average of one hour. The survey instrument was administered through discussion. Where the discussion ranged beyond the questions to be answered and where the respondent would allow it, the conversation was recorded for later analysis. In five cases spouses added comments which have been incorporated into the general results of the study.

Four other people not representing individual ethnic groups were interviewed for general comments on the reading needs of the ethnic community. Two were from the 'U' First Community Services Foundation; one was the president of the Southern Alberta Ethnic Association. They were contacted because of their work with a number of associations. All of these discussions were taped for detailed study. The fourth person interviewed was the Chairman of the local Canadian Parents for French Association, who, although also the Director of the Lethbridge Public Library, was interviewed principally for input on the French immersion courses.

Input on the library needs of the ethnic community as perceived by the library staff was obtained by interviewing the Head of Information Services and the two staff members who work with the multilingual collections. Their comments, with the exception of fifteen minutes during which the recording machine malfunctioned, were also taped.

Documentation of Existing Multilingual Service

As Lethbridge Public Library does not keep a separate circulation count of non-English materials, it was not possible to measure actual use of this service. A count of the number of volumes which have been provided by the Alberta Multilingual Service since 1978 is the only gauge of demand. The number of volumes available is detailed in Table III.

A shelf-list count of all non-English language materials in the Library's own collection provided a base against which the comments of the respondents could be measured. Checking the shelf-list also gave a general impression of the contents of the collection itself. An examination of the shelves where the foreign language materials were held also gave an idea as to the use made of the collection. Gaps on the shelves and well-worn volumes indicated use. Due dates in the volumes indicated frequency of use.

Data obtained during the investigation was compared whenever feasible with that available from reading and leisure studies done elsewhere in Canada. This comparative data is available and is cited throughout the report.

Analysis of Data

In analyzing the data obtained from the survey instrument, tables were used wherever possible to compare data obtained from individual ethnic groups with the sample as a whole. Where generalizations for the whole sample might be meaningless, as for example, the types of books wanted, the information was included only in the descriptive analysis for the group discussed. Percentages were rounded off and, therefore, in some cases the total within a table may not equal 100 percent.

A problem with the small size of the sample used was the difficulty in preserving the respondents' anonymity. Every attempt was made to avoid identifying the individual respondents.

The Rank Order of Reading Frequency Table VI was established by weighting the answer to the question "What do you read most frequently?" Every time material was read first, a score of three was given; if read second, a score of two; and if read third, a score of one. The totals for books, magazines and newspapers were then calculated. The material with the highest score (magazines), is then assumed to be read most frequently; that with the lowest score (newspapers), read least frequently.

In all Tables "n" is the number of respondents supplying the data which is being displayed.

Limitation in the Demographic Data

Census data for 1981 was not available when this study was undertaken. The 1976 Census provides the most recent figures for mother tongue; the 1971 Census provides the latest figures for ethnic groups. Conclusions about ethnic groups in relation to each other were, therefore, limited by the lack of up-to-date information about their numbers. In addition, care had to be taken to distinguish clearly between "ethnic group" and "mother tongue".

The use of the Census category "mother tongue" also created problems when comparisons were made, since the

Japanese and Chinese languages are grouped together, as are the Dutch and Flemish. This has been noted where relevant to the study.

IV LITERATURE SEARCH

Library Service to the Ethnic Community

Library Trends and Library Literature supplied the majority of citations to the reading done at the beginning of the study. About one third of the material cited in LISA was directly related to the proposed research. Much of this had already been found in Library Literature. ERIC did not produce anything new or useful.

The Autumn, 1980 issue of Library Trends provided a summary of the philosophy of library service to minority groups and a brief description of this service in Canada, Great Britain, the United States, Sweden and the U.S.S.R. It was an excellent introduction to the reading which followed.

Canadian literature dealing with library service to ethnic groups is mostly a series of descriptions of what has been developed in Ontario. There are a few references to Saskatchewan and British Columbia. Service in other parts of the country is outlined briefly within general commentaries.

Until recently, writing in this field in Canada was dominated by Leonard Wertheimer, who was, until his retirement, Languages Coordinator for the Metropolitan Toronto Library Board, and by Marie Zielinska, Head of the

National Library's Multilingual Biblioservice. Wertheimer's long experience with Toronto and Metro Toronto Public Libraries allows him to provide both an historical perspective and a philosophical one. Deeply committed to multilingual library service, his aim is always to increase the availability of reading materials in non-English languages and to improve the quality of the materials provided. Zielinska reiterates her description of the MBS provided by the National Library of Canada, but she expresses a heartfelt commitment to service to the many ethnic groups of Canada. One such article in Canadian Library Journal for June, 1976 and another in Library Trends, Autumn, 1980 provide a full outline of the National Library's MBS. Her description of multiculturalism and library service in the January-February, 1978 issue of UNESCO Bulletin for Libraries is invaluable for summarizing the rationale for library service in a multicultural/multiethnic context.

This rationale, best described as the need to provide library services to all segments of society, has had slow recognition in Canada. As related by Wertheimer and Campbell, committed librarians in Toronto began to provide library service to the ethnic communities in the 1950's. Not until the mid-1970's was the service popularized, as Wertheimer recounts in his "Watch the pieces of the mosaic" in Canadian Library Journal for June, 1976. In Alberta nothing substantial was done until in 1978 when the provincial MBS was established, as announced in Canadian

Scene. Overall, there is a strong underlying theme in the Canadian literature that much still remains to be done to achieve a satisfactory level of service to ethnic minorities.

Multilingual library service exists in Canada. Libraries are providing books in languages other than English. Multilingual library services are no longer seen as a stop-gap measure until English is learned. Only recently, however, has attention turned to multicultural library service, where service to non-English people is integrated into a library's service as a whole rather than simply having a collection of books in many languages. Tinsley's studies for the Metropolitan Toronto Library Board lay the first foundations for such a service. In an unpublished article made available to the Canadian Library Association's Multilingual Services Interest Group, Lorentowicz describes how a multicultural service is now developing in Metropolitan Toronto. An article by Desjardin and Gagné and a Brief written at the University of Toronto Faculty of Library Science indicate the impetus given by the Ontario Public Libraries Programme Review to the development of a multicultural service.

The Saskatchewan Report of the Multilingual Committee and an article in Dog-Ear relate the volumes available in each language to the size of the ethnic group.

The literature describing service in other countries seems to indicate a more universal acceptance of library

service designed to meet the needs of ethnic minorities. In the United States, which has the reputation of being a melting pot, there emerges a picture of acceptance of minority needs. As The Public Library Mission Statement says, "Specific services and priorities should be developed to meet the unique needs of each community".⁹

Martin's Library Service to the Disadvantaged was useful in its discussion of providing library service to everyone, even though the use of the term "disadvantaged" is not really known in Canada. Jackson provides an historical outline in A Century of Service Most valuable was A Guide for Developing Ethnic Services. This outlines the most detailed standards for service. IFLA's Standards for Public Libraries, by comparison, can be described as philosophy and guideposts to good intentions. The only other statement of standards located was that for library service to Franco-Ontarians in Ontario Library Review, September, 1980.

The greatest assistance to the research to be undertaken was provided by the British literature. A Public Library Service for Ethnic Minorities in Great Britain by Clough and Quarmby is a fine example of what can be done in analysing library service. Other work; for example, Summary of the Workshop . . . , provides a rationale and a philosophy of library service to ethnic minorities. The literature dealing with service to Asians was helpful in describing what a commitment to multicultural library service really involves. Gundara and Warwick are particularly articulate on this. For

them a multicultural library recognizes and represents a multiplicity of ethnocultural groups throughout the entire library service. Services to ethnic groups are mainstream services.

Writings about Scandinavia, while describing service to migrant and immigrant workers, were valuable for insight into what library service can be if there is a commitment to ethnic diversity and multilingualism.

Survey and Research Methods

In preparation for the field research a number of texts on research methods were read. Palmour's A Planning Process for Public Libraries was particularly useful for drafting the survey instrument, as was Swisher's article in Journal of Education for Librarianship. The Community Survey Handbook was a useful reference tool, while Moser and Kalten's Survey Methods in Social Investigation was excellent in describing interview methodology.

Histories of Multilingualism and Multiculturalism

Historical works were needed to provide an outline of the history of immigration to Canada, a summary of multiculturalism and a background on Alberta's ethnic composition. The Report of the Royal Commission on Bilingualism and Biculturalism and the articles by Zielinska provided the chronology and detail for Canada's multicultural policy. O'Bryan and The Canadian Family Tree provided an

outline of immigration into Canada. Palmer gave a history of immigration into Southern Alberta. Other references cited were used to verify the accuracy of the data.

Population Studies

Titles in this area documented the demographic data used throughout the study. This was particularly true of the Census of Canada.

Studies of Reading Habits and Library Use

The references listed in the bibliography were used to compare the findings on the reading habits of Lethbridge's ethnic leaders with those of other Canadians. Project Progress and the three leisure studies by Kirsh (1973), Schliewen (1977), and Watson (1980) were used extensively. Watson divided reading into English, French and "other languages", but this proved of limited value in making comparisons. No study of reading in any other languages was discovered for Canada.

THE HISTORICAL CONTEXT OF MULTILINGUAL BIBLIOSERVICE

Multiculturalism and Canada's Population

The Royal Commission on Bilingualism and Biculturalism was created to study the problems of Francophones and Anglophones co-existing in Canada. It was instructed

. . . to inquire into and report upon the existing state of bilingualism and biculturalism in Canada and to recommend what steps should be taken to develop the Canadian Confederation on the basis of an equal partnership between the two founding races, taking into account the contributions made by the other ethnic groups to the cultural enrichment of Canada and the measures to be taken to safeguard that contribution.¹⁰

During the course of its hearings, the Commissioners heard Canadians express an affirmation of the contribution and importance of non-English and non-French Canadians. The immediate result of this was Book IV of the Commission's report: The Cultural Contribution of the Other Ethnic Groups.¹¹ Discussion and debate of this contribution continued in Parliament and across the country.

In October, 1971, Prime Minister the Right Honourable Pierre Elliot Trudeau announced a national policy of multiculturalism within a bilingual framework.¹² The

history leading to this policy goes back much further than 1963 and the Royal Commission on Bilingualism and Biculturalism.

In 1871, the first census after Confederation, indicated that there were 3,684,257 people in Canada.¹³

The largest of these groups were as follows:

French	1,082,940
Irish	846,000
English	706,000
Scots	546,000
Germans	202,000

Other groups, such as the Dutch, Welsh, and Swiss, were identified, but their numbers were small. The political stage was being set to change this balance of peoples.

In 1870 Manitoba was created and became a part of Canada. In 1871 British Columbia joined the Dominion. From then until 1914 the country in general, and the West in particular, was developed and settled by European immigrants. Swedes, Danes and Icelanders appeared in considerable numbers. Mennonites came to escape religious persecutions; Jews, economic and religious pogroms. During the 1880's the building of the Canadian Pacific Railway brought large numbers of people who were looking for economic security. Italians, Finns and Chinese helped build the railway and stayed. As new areas were opened for settlement, Hungarians and Slovaks followed. Many of the Slovaks, for example, were coal miners who settled in such mining areas as

the Crow's Nest Pass.¹⁴

The influx of immigrants continued to swell during the 1890's. The arrival of Ivan Pylypiw and Vasly Eleniak to the Northwest in 1891 began a movement of Ukrainian homesteaders who numbered 75,432 in 1911.¹⁵ The Dutch started to arrive in large numbers in 1894. By 1901 there were 33,000 of them throughout the country, many in Southern Alberta.

In 1896 Clifford Sifton, then Minister of the Interior, arranged for shipping companies to be paid for bringing out farmers and domestics. This increased the flow of immigrants to such an extent that between 1899 and 1903 immigration from Continental Europe was double that from Britain. Immigrants from Austria-Hungary, Germany and Scandinavia numbered over 36,000 in 1903 alone. In addition, there were over 4000 Japanese in British Columbia by 1900.¹⁶

Between 1907 and 1909, 4,700 unskilled East Indians arrived to farm and work in the lumber industry on the West Coast.¹⁷ This period also saw arrivals from Southern Europe and the Mediteranian: Armenians, Bulgarians, Lebanese, Serbians, and others.

The great flood tide of immigration reached its crest in 1900 to 1914. Immigrants from the United States and the United Kingdom (1,200,000 in the years 1910-1914) still outnumber those from elsewhere (440,000 in the same period) but Canada's ethnic make-up had been metamorphized from what it had been in 1871.¹⁸

At the turn of the century, Canadians had different expectations for each of these many groups.¹⁹ It was believed that the Dutch, Germans and Scandinavians would assimilate quickly because they were perceived as being from cultures similar to what Canadians knew. They were from Western Europe; from countries with monarchies and parliamentary governments. They had a strong work ethic; and if they were not British, they at least came from a closely related social stock. Moreover, they were known to be eager to settle in Canada permanently.

Ukrainians and Poles were less warmly received by Canadians. Sifton's policy of encouraging immigration from these countries was bitterly opposed by those who wished the country to be populated by Anglo-Saxons and other northern races. Although Sifton felt these immigrants were worth two of any other, his opponents labeled them "Sifton's pets", "peasants in sheepskin coats", who were the "scum of Europe". With their differing customs and the opposition to their arrival,²⁰ they became objects of discrimination.

In many cases the Italians, Hungarians and Chinese had immigrated in order to earn money so they could return to a better life in their homeland.²¹ They were not interested in assimilating nor encouraged to do so.

All groups, including those from the northern countries, maintained their languages and ethnicity. Many of the Dutch settlers belonged to orthodox religious groups which stressed group solidarity. Because the Germans were concentrated

geographically, they too maintained a strong group cohesiveness. Groups such as Mennonites and Hutterites also had the additional bond of their religion. In spite of expectations, each group retained its language.

Eastern Europeans countered discrimination by remaining in their enclaves and strengthening their identity. When Italians and others who had intended to return to their homelands were unable to do so or else chose to remain in Canada, they too retained their ethnicity. Ethnic background remained a part of everyday life.

During World War I, immigration was reduced to a trickle. When it resumed in 1918, it was more restrictive than it had been during the decades around the turn of the century. People from "enemy" countries or speaking "enemy" languages were not permitted entry. Entry from Southern and Eastern Europe and from Asia was likewise limited.

In the 1920's a federal government agreement with the railway companies allowed 165,000 Central and Eastern
 22
 Europeans into Canada. The Ukrainians and the Poles who came were both more skilled and more politically conscious than had been their precursors. So too were the Slovaks, the Lithuanians, the Scandinavians and the Italians. These newcomers tended to view the earlier immigrants as having been Canadianized, so they began to organize ethnic societies and publish newspapers to express the culture they had brought with them.

In the 1930's there was a drop in immigration. The economic constraints of the Depression resulted in immigration being restricted to the wives and children of men already established in Canada and to agriculturalists with the money to establish farms immediately. The Chinese Immigration Act of 1923, by prohibiting entry of the Chinese, had closed even those avenues to them. About four thousand²³ Jews escaping from Nazism were the exceptions to the rules. In 1939 immigration halted completely.

When World War II ended, those people who had been uprooted by the War were made welcome in Canada. Attitudes to immigrants were becoming less hostile. Jobs were available. The Poles, Lithuanians, Ukrainians and other refugees were from a wider variety of social classes than most of the immigrants in the two waves before the War. There were now business leaders, industrialists, educators and scientists, as well as farmers and factory workers.

It was this social and economic background which would reinforce their ethnicity and the continued existence of ethnic groupings. Refugees, political emigrés and former soldiers who leave their country involuntarily often have strong feelings for their homeland and are not easily assimilated. These post-war immigrants are now today's ethnic community leaders.

In the 1950's this commitment to preserving the culture of one's homeland was reinforced as immigration continued. Some 35,000 Hungarians arrived in Canada in the aftermath of

the 1956 Hungarian Revolution. During this decade, about one quarter of a million German tradesmen also arrived.²⁴

The 1960's saw a major increase in immigrants from the Caribbean, including both domestic servants and university graduates. Turmoil in Czechoslovakia added to Canada's immigrants. The 1970's saw refugees arrive from South America, Africa and South East Asia.

Between 1945 and 1967 Canada admitted some three million immigrants from fifty ethnic groups.²⁵ Canadians giving a language other than English or French as their mother tongue²⁶ had changed as follows:

<u>Year</u>	<u>Percentage of Population</u>
1941	14.5
1951	11.8
1961	13.5
1971	13
1976	17

Most of these newcomers appear to be following the model established over the years by previous immigrants--coming together in small communities, becoming established, retaining a speaking knowledge of their language to communicate with their elders, as with the Indo-Chinese in Lethbridge. They are repeating the pattern of integration and assimilation which Canada has seen over the past 100 years, while maintaining their sense of ethnic identity.

Multiculturalism has accentuated the appreciation of the contributions which every ethnic group and every individual

in the group is making to Canada's heritage. It is in recognition of these contributions that Albertans celebrate Heritage Day every August. It has led to an acceptance of the right to explore and cherish one's identity as expressed in one's native language and in the printed word of that language.

Multilingual Library Services

Public libraries began to recognize the reading needs of immigrants as early as 1929.²⁷ In that year the Ontario Library Association appointed a Committee on Books for the Foreign Born. Although the Committee addressed the need for books in English, especially books which would help in the Canadianization of these immigrants, one of the needs of the immigrant groups had been recognized. This recognition would increase in future years.

In 1957 the Toronto Public Library established a Foreign Language Centre, which later became the Metropolitan Toronto Languages Centre. Libraries in Metropolitan Toronto have been actively and comprehensively developing collections in various languages ever since. Other regional library systems in Ontario have done the same. In doing so, it did not take long for everyone to realize no single library had the resources to meet those needs. In order to provide enough reading materials, the expertise to handle them and the ability to recognize the fluctuating composition of the ethnic communities, both a system of co-operation and a

central service and/or collection were seen to be needed.

In 1970 the Canadian Library Association submitted a resolution to the National Librarian of Canada asking for the creation of a multilingual collection. This resulted in the establishment of the Multilingual Biblioservice of the National Library of Canada.

The Multilingual Biblioservice (MBS) provides reading
28
material in twenty-seven languages other than French or English to the public libraries of Canada. Deposit Centres in each province define what types of books are needed, and in what languages. They then request appropriate blocks of books from the National Library. These are sent on long-term loan to the provincial centres, which in turn circulate the material to the public libraries throughout their province. Materials in French, one of Canada's two official languages, are made available through local or provincial library systems, depending upon community needs.

By the mid-1970's, a need for reading materials in languages other than English was being expressed in Alberta. As Table I shows, by 1971 fifty-three percent of Alberta's population was non-British. At a 1971 Cultural Heritage Conference, all groups in attendance were expressing a
29
desire to preserve their heritage. One of the methods by which this could be done was through the provision of reading material in each group's own language.

Alberta's MBS programme was initiated in 1978 when the Provincial Government provided a centre for the distribution

of books in languages other than English to the people of Alberta through their local public libraries. Books available from the National Library's collection would be supplemented provincially by purchases so that a variety of reading needs could be met. Because the French speaking population of Alberta is neither large nor concentrated geographically, local libraries indicated they could not meet the French-language needs by themselves. As the National Library's collection does not provide material in either of Canada's two official languages, Alberta's MBS collection includes French-language material.

Administered by Edmonton Public Library from 1978 until 1980, this service is now operated by Alberta Culture Library Services Branch. Alberta's MBS distributes books in twenty-nine languages from a collection which by December 1981 had 28,340 volumes. In 1981 10,210 volumes in
30
twenty-seven languages were circulated to 139 libraries.

It is in this Canadian and Albertan context that the study of the need for and use of multilingual reading material in Lethbridge was undertaken. It was known that multilingual reading materials were being supplied to Lethbridge Public Library as needs are expressed by its users. No study had been undertaken to establish the wants of the individual ethnic groups with regard to reading, the sources of their reading material, or how library users perceive the multilingual service provided. This study initiated research in these areas, identified some ways in

which library service could be improved and brought to light areas where further research is needed if the ethnic groups are to have their reading needs fully met.

VI

MULTILINGUALISM AND MULTICULTURALISM IN RELATION TO LETHBRIDGE AND LETHBRIDGE PUBLIC LIBRARY

Lethbridge

Lethbridge, Alberta's third largest city, is situated on the Oldman River, 217 kilometres southeast of Calgary. When it was founded in 1870 as Coalbank, its major industry was coal mining. The present name of Lethbridge was adopted in 1885. In 1891 Lethbridge was incorporated as a town; in 1906, as a city. Today it is an agricultural centre with manufacturing and food processing industries.

Early settlers included Hutterites and Mennonites from Russia, Mormons from the United States and European coal miners. The Japanese were resettled in the area during World War II. Europeans displaced by the same war came as beet workers and settled.

As Table I indicates, Lethbridge's population in 1911 was not typical of Alberta's population as the City itself was largely British. By 1971, however, growth and ethnic group shifts had created a City whose ethnic makeup is now typical of the province as a whole. The 1976 analysis of mother tongue indicates the pattern is still similar. By 1976 Lethbridge had a population of 46,750. Of these 7,920 (17 percent) did not have English as their mother

tongue.³² Table II gives details of this. By 1981 the City's population had grown to 54,624.³³ Although no figures are as yet available to indicate the 1981 ethnic composition, new immigrants continue to arrive in the city.

'U' First Community Services Foundation records indicate that five hundred people have been sponsored by the Federal government to settle in Lethbridge since 1979. Indo-Chinese refugees continue to arrive. Polish refugees began to appear about a year ago. A Pole indicated nearly twenty-two families have arrived since August, 1981. There are also Chileans, Hungarians, Afghans and Cubans among the newcomers.

Interviews with ethnic leaders and the staffs of both 'U' First Community Services and the Library indicate that the French-Canadian population has also increased in recent years. In view of this continued influx of various ethnic groups into Lethbridge, it may be assumed that the percentage of Lethbridge's population which does not have English as its mother tongue has not changed appreciably since 1976.

Lethbridge's population today should be typical of Alberta and a study of its ethnic leaders' reading needs should have province-wide implications.

Lethbridge Public Library

Lethbridge's first Library Board met in 1919. Today it operates one of the largest public libraries in Alberta. Its 1981 Annual Report to Statistics Canada gives the size of its collection as 169,595 volumes.³⁴ Of these, 169,095 are in

English, four hundred in French and one hundred in other languages. A shelf-list count in April, 1982, indicated that the library actually owns 1,370 volumes in other languages, or less than one percent of the total collection. In addition, there are 2,014 volumes which have been supplied by the provincial MBS service since 1978 and are on long term loan. Including the provincial material in the total Lethbridge collection increases its holdings in languages other than English to 1.9 percent of the total collection. Table III provides the composition of the non-English collection.

Of the 1,370 non-English titles owned by the Lethbridge Public Library, many of which are donations, 905 are for adults; the remaining 465 are children's material. There are several children's books in Japanese which were donated by the local Consulate. They do not appear to have had much use. The largest language groups for adults are French and German books, which together total 762 volumes or 84 percent of the non-English collection. Of these 762 volumes, only 128, or 17 percent are non-fiction. For German readers, their seventy-seven volumes range from translations of authors such as Joy Adamson to scholarly works such as those by Freud, while the fifty-one French titles deal mainly with Canadian history and politics. In the remaining French collection there is a heavy concentration of plays and poetry by French-Canadian authors.

The adult collection of non-English books has been classified in the 800 section of the Dewey Decimal Classification System, which holds literature in all its varied aspects; that is, drama, short stories, poetry, and literary commentaries on various authors. As a result, it is difficult to separate fiction from critiques, although such authors as Agatha Christie and Hemingway are found in the Hungarian and Japanese collection. The whole of this 800 section is located on the lower level of the split level building.

The children's titles, which include Peanuts in French, are classified in the 400 section of the Dewey Decimal Classification System, along with dictionaries and works on grammar. They are held on the main floor of the library, in the Children's Department.

The Library has only two non-English magazines: Der Spiegel and Paris Match. It has only one non-English newspaper: Le Devoir. There are some records, both for learning English as a second language, and for learning other languages.

None of the materials in languages other than English are highlighted in the Library. One has to know where to look for them, how to find them in the card catalogue, or be willing to ask for assistance in locating them.

Books obtained from Alberta MBS are shelved separately on the main floor, near an Information Desk but away from the main entrance. There are signs near where the books are

kept, and MBS bookmarks are placed on the shelves containing the MBS collection.

Because the foreign language books owned by the Lethbridge Public Library are classified in either the 400's or the 800's, they are carried in the Library's catalogue but there is no separate listing by languages. Nor is there a list available of the material on hand from Alberta MBS. One must browse through the MBS material, or, if a specific title is wanted, ask that it be borrowed from the main collection in Edmonton.

Lethbridge Public Library holds books in languages not represented by the population sample interviewed (Appendix VI). No organization representing those who might be using these books was found and no one using such material was identified during the investigation.

VII

INTERVIEWS WITH LIBRARY STAFF

Three members of the Lethbridge Public Library staff were interviewed with the purpose of answering the following questions:

1. Is there a selection policy for developing the collection in languages other than English?
2. How are materials selected?
3. How is ordering done and what problems does it present?
4. What statistics are kept?
5. How is the multilingual service promoted?
6. What effect might the study being undertaken have on multilingual service?

All staff were open and forthright in their comments. All had a good understanding of how the multilingual collection is being used and of the people using it. Discussion with them ranged far beyond the direct answers to the questions.

Staff comments are outlined in what follows under the headings "The Need for Multilingual Biblioservice", "The Library Collection", and "Ease of Use and Accessibility to the Collection". The questions are answered at the end, as a result of synthesizing the answers.

The Need for Multilingual Biblioservice

Staff felt that as assimilation occurs, the children of the immigrant groups would not read in the language of their parents. They were aware of only one language school, other than French immersion ones, and were inclined to view the multilingual collection as a stopgap until the user learned English.

Yet as they talked, they questioned their own assumptions. They mused about whether the second and third generations might not have a need to retain their own language. They also were very conscious that refugees and new tides of immigrants continue to come to Lethbridge.

All staff interviewed remarked that church and ethnic organization libraries may be filling the reading needs of the community. Staff is also aware that books are bought and exchanged within each ethnic community. This gives them a feeling that the library is used less than it may be. No statistics are kept which indicate the actual usage of non-English language material. No need for such data has been seen in the past and the only statistics kept are the number of volumes added to the Library's own collection.

The Library's Collection

The staff interviewed felt that the Library's non-English collection is old and outdated. The Library relies on donations to expand its own holdings and on user requests for books borrowed from MBS. There is no demarcation between

what is Lethbridge's responsibility for providing books in other languages and what is that of MBS. Staff felt some of the local needs could be met by building up the local collection of magazines and other ephemeral material. In their opinion, providing a larger local collection of books might mean that assistance would be needed with the cataloguing, but they felt this should not be a deterrent if the need is there and use is heavy.

The local library's responsibility for meeting some of its own needs was linked with a need to be aware of the collection development policy of MBS. A request was made for some method whereby local requirements could be identified systematically to MBS. Most importantly, the MBS collection is perceived as not having enough books to go around and, therefore, in need of enlarging.

Staff had many impressions of how the multilingual collection is used and how it can be improved. They believe the Dutch collection has too many translations. Even though circulation in this language may be high, there may also be a need for material written in dialect. The German titles have been read out. There is not a great demand for French materials except from the occasional individual. In French, the greatest demand seems to be from the French immersion classes and the children's collection circulates well. A feeling was expressed by two of them that the Library may be in competition with "Le Carrefour", the French bookstore.

Staff all felt that more Japanese materials are needed, because they have had requests that could only be filled from the collections at the Calgary and Edmonton Public Libraries. Unfortunately there is no count available of the number of these requests or in what subject areas they are.

Polish refugees were described as hungry for books while other Polish readers were described as being over fifty years old and interested in fiction and war stories but not propaganda.

In more general terms, although people ask for bilingual dictionaries, staff do not feel that the library should provide a collection of circulating dictionaries. They do think that the needs of older people, whose eyesight may be failing, should be met by the provision of large print material. Dutch, Ukrainian, Hungarian, French and Japanese were identified as languages that might be of particular use.

Staff also broached the need for multicultural, as well as multilingual, library services. There is an expressed need for materials for learning English and for parallel texts.

Ease of Use and Accessibility to the Collection

Not entirely satisfied with the way multilingual materials are shelved or advertized, staff feel they are dealing with regular and articulate users who are willing to express their wants and are appreciative of the service.

Other people, who may not know about the service or that requests can be made, may be reluctant to ask for assistance. The library staff, therefore, expressed a need for a listing of the titles held by Alberta's MBS. They feel that they can work best in a language with which they are not familiar if their patrons can select from lists telling what titles are available. This eases communications and patrons are less likely to feel that they are imposing on staff.

Questions Asked and the Staff Answers

1. Selection policy: There is no selection policy for developing the non-English book collection. The Library purchases very little for this collection and, therefore, relies on donations to supply its holdings. Books are requested from MBS on the basis of demand and demonstrated need.
2. Material selection: Materials are the selection of the donor in the case of gifts, with the library reserving the right to refuse a gift. Specific titles are sometimes requested from MBS, but usually the Library asks for a stated number of books in a given language.
3. Ordering: As non-English books are not purchased, ordering is not an issue.

4. Statistics: No statistics are kept for the circulation of non-English books. The only record kept is one reporting by language the number of volumes received from MBS.

5. Promotion: The Library does not publicize the multilingual collection outside of the Library or the English as a Second Language classes with which the Library is involved. The staff feels that word of mouth has been working remarkably well. It is felt that publicity could best be done by meeting with ethnic organizations and placing spot announcements on Cable TV.

6. Effect of the Study: Most interestingly, this study was viewed as a public relations vehicle. The staff was quite prepared to cope with any increase in demand that might result.

VIII

INTERVIEWS WITH ETHNIC LEADERS: THE ETHNIC COMMUNITY AS A WHOLE

Demography of the Sample

As outlined in Chapter III the survey instrument was used with twenty-nine people, representing twenty-three organizations and twelve ethnic groups. The overall results of the interviews conducted with these people are described here. Seven of the groups were represented by more than one person. Each of these seven groups have been analysed separately in the chapter subtitled "Individual Language Groups". The remaining five groups are discussed under "Leaders of The Other Ethnic Groups".

Age groupings for the respondents are:

<u>Age</u>	<u>Number</u>	<u>Percent</u>
21-29	1	3
30-39	2	7
40-49	10	34
50-59	8	28
60+	8	28
<hr/> TOTAL	<hr/> 29	<hr/> 100

Five of those interviewed were retired. Lethbridge's ethnic leaders, being largely middle-aged, would be expected to have

established reading habits. The study should, therefore, be describing established reading patterns.

Educational levels, taking into account both Canadian and non-Canadian schooling, are as follows:

<u>Education</u>	<u>Number</u>	<u>Percent</u>
Elementary	5	17
High School	6	21
Technical School	8	28
University	4	14
Post graduate	4	14
Professional institute	<u>2</u>	<u>7</u>
TOTAL	29	101

In addition, three people with technical training also have some university education. Literacy is thus not in question for the majority of the people interviewed, although many did comment on the literacy in their mother tongue of the older and younger generations of their group. In comparing these educational levels to those for Canada and for Lethbridge in Table IV and Chart I it is seen that a greater percentage of Lethbridge's ethnic leaders have achieved a post-secondary education than that shown for the City or the country.

Ten of the people interviewed were Canadian-born, which would indicate Lethbridge's ethnic heritage is being preserved by the second and third generations, and not being left to the recent arrivals.

Reading Habits in Languages Other Than English

(Tables V-VII)

All respondents found it difficult to estimate how much time they spent in reading in languages other than English. Only two spent time reading either in school or job related tasks, their estimates being from one to five hours in the first instance and three hours in the latter case. Estimates for leisure reading varied from half an hour to fourteen hours a week. The median time was two hours a week. Because this data was imprecise no comparison with other reading studies was possible.

Three (10.3 percent) of the respondents did not read in non-English languages. A 1972 leisure study by Kirsh, Dixon,³⁶ and Bond indicates that 31 percent of Canadians do not read, while a 1978 study by Watson,³⁷ reports that about 37 percent do not read. The higher level of reading in this survey could be the result of a higher level of education, as Project Progress does indicate that educational levels do affect library use: the higher the level of education, the more likely the library will be used.³⁸

The most frequently read type of material was magazines, with newspapers being read least frequently. Table VI details the rank order of reading frequency for books, magazines and newspapers for each language.

The frequency with which books are read for recreation is summarized in Tables VIIA-C. Here it was found that 41 percent of the sample had read a book within the previous

month; 20 percent, one to six months ago; and 71 percent in the past year. Only one reader did not read books, but used only magazines and newspapers.

An equal number of respondents had read no books, one to five books and more than fifteen books in the past year. They formed 82.5 percent of the sample. Because Project Progress uses different number clusters and did not measure all reading materials, exact comparison with Canadian reading in general is difficult. However, it is noteworthy that approximately the same percentage in both the sample and the country read one to five books in the last year (27.5 percent³⁹ vs. 25 percent). As Chart II illustrates, although a greater percentage of Lethbridge's ethnic leaders do not read books as compared to Canadians, when they do read, they read more than Canadians generally.

Non-English magazines were read by 79 percent of the sample.⁴⁰ According to a 1975 leisure study by Schliewen, 57.8 percent of Canadians read magazines and 67.3 percent of Albertans do as well. Watson found that 55 percent of his sample⁴¹ read magazines regularly.

Eighty-three percent of the sample read newspapers. The Canadian percentage given by Schliewen is 74.3 percent; that⁴² for Albertans as 81.8 percent. Newspaper reading in Watson's sample⁴³ reached 86 percent. The heavier use of non-book materials in languages other than English bears further investigation. Whether it is an ethnic characteristic or is a function of the availability or non-

availability of books is not indicated by any data collected in this study.

Source of Reading Material in Non-English Languages

(Tables VIII-X)

As Table VIII shows, sixteen of the respondents purchased the books they read. They are 69.5 percent of those who read books. The Public Library was the second most popular source of obtaining reading material, with 57 percent of the readers using its resources. Other ways books are obtained are: from friends; by donations from consulates and publishers; from schools or universities; and from church or ethnic collections. When books are obtained from more than one source, the Library is most frequently the first choice.

In Watson's study 82 percent bought their books; 27⁴⁴ percent used the public library. Watson had indications⁴⁵ that use of the library is related to age. The heaviest users were either the young or the middle age groups. Whether this explains the heavy use of the library by Lethbridge's ethnic leaders might bear investigation.

Eleven people buy magazines. Other sources are donations, club subscriptions, university collections, friends, and ethnic organizations. Where more than one source is used to obtain a magazine, buying and borrowing from the ethnic collection held by an organization are done with equal frequency. One person said magazines were borrowed from the Library in a language for which the

Library has no magazines, either purchased or donated.

As with books and magazines, most people purchase newspapers. However, when more than one source is used, then the ethnic collection and the club subscription are equally popular. No Canadian data for sources of magazines and newspapers was identified for comparisons.

Use of the Public Library (Tables XI-XII)

The Public Library is used for non-English materials by 41 percent of the respondents; 57 percent of the book readers use it. One person in the sample used the Library only for its non-English holdings. As Table XII indicates ten people who do not use the multilingual material do make use of the library's other services. Thus, 76 percent make use of the Lethbridge Public Library.

In the Project Progress sample, 60 percent of Canadians use the library. Between 56 and 69 percent of those who spoke a language other than English at home visit libraries. Watson's survey indicated that the public library is used by 43 percent of all Canadians; by 25 percent of those whose mother tongue is French; and by 12 percent of those whose mother tongue is other than English or French.⁴⁷ It would appear that Lethbridge's ethnic leaders are heavier users of the public library than Canadians in general and the ethnic population as a whole. Again, this may be related to educational levels, but the reason for this could be explored further.

Library materials are lent to friends by three of the twelve users (25 percent). One person said such lending happens regularly because not enough titles are available. Three others stated their friends also use the Library; two know of 'some' who use the library.

Quality of the Non-English Collection in the Lethbridge Public Library (Tables XIII and XVI)

Sixteen of those interviewed, both users and non-users of the multilingual collection, commented on the quality of the Library's non-English collection. Of these, 56 percent felt it either needed improvement or was poor. This criticism is unlike that described in Project Progress, where little dissatisfaction was recorded with library service.⁴⁸ This was in keeping with the constructively critical comments generally made by the respondents. Two non-users were among those who were critical. Comments made by them indicated that the library would be used if the collection was improved. Two other non-users, however, would not comment on the collection quality. One of these reads only material which is perceived as being politically/historically honest and accurate. A sense of distrust of the contents of the books in the library appeared to underlie the comment. The second indicated that all the reading required was available elsewhere.

Library users were most specific in their library needs when discussing what topics they read. Their reading

interests are outlined in the description of results by ethnic group. The twelve users did have the following reading interests in common:

<u>Topic</u>	<u>Number</u>
Novels	9
History	7
Politics	4
Travel and geography	3
Romance	2
Poetry	2
World War II	2

Three people said the Library could improve its collection by having more books; two asked for more and better books. Newspapers were requested by four people, while three stated more magazines should be supplied by the Library.

General comments by two people from Communist-dominated countries referred to a need for more "real"; that is, non-Communist, history. Another person said that the majority of books were too political, implying that they were not objective enough in their description of life behind the Iron Curtain. Two people from the same group also emphasized the importance of non-fiction, while expressing some confusion as to what fiction is; for example, Solzhenitsyn is perceived as writing non-fiction.

Where ethnic organizations have their own libraries, the Public Library is generally seen as supplementing these collections rather than replacing them.

Eleven people commented on magazines in the library. Of these, 45 percent said there were none, which, with the exception of Der Spiegel and Paris Match, is true. The others either did not know or did not need magazines.

Twelve people commented on newspapers, with one non-user saying the collection was poor. Half the respondents said there were no newspapers in the Library, which is true except for the one subscription to Le Devoir.

One person indicated that if the Library bought magazines and newspapers, his buying habits would not change. Another commented that having them in the library was a good idea, especially because costs are rising. Topics suggested included culture, cooking, religious customs, public affairs and women's magazines.

No library user had any comments about materials useful for information or for learning English as a second language. Two people asked for musical scores; two, for records; and one, for video tapes.

Of the seventeen non-users, six said they have no need for the library and will never use it. Of the remainder, four had no need for books; five, for magazines; and five, for newspapers. Table XVI shows that those who would consider using the library expressed a need for books, magazines, newspapers, records and films. Comments made by more than one person were:

<u>Comment</u>	<u>Number</u>
More books	2
Better selection of books	2
List books available	2

Source of Knowledge of the MBS Collection (Table XV)

To the question: "How did you find out about the collection?" some respondents replied that they had used more than one source to learn about the holdings. Friends and relatives and Library Staff (word of mouth) were equal methods of learning of the collection's existence. Most interestingly, seven people said they "knew" simply through exploring the library and through displays. A letter from an ethnic organization was believed to be how one person learned about the collection. Only one person mentioned the brochures printed by Alberta MBS. Four people made a point of saying more advertising is needed.

Ease of Use (Table XIV).

In spite of the apparent fragmentation of materials within the Library, eight of the people interviewed found the collection "easy" or "very easy" to use; six found it "difficult" or "very difficult". Materials are not well-displayed according to one person. Three people commented that the collection is moved often and staff has to be asked for help. On the other hand, two interviewees had no problems with asking for help and considered staff

assistance part of the ease of use.

According to two people a catalogue of non-English titles available from MBS would be most useful; one indicated that the need to ask for special titles to be requested from Edmonton acted as a curb because the title might not even be held by the Service.

Those who found the collection most difficult to use were the Canadian-born. Others were quite comfortable with and appreciative of library staff assistance. No reasons for this difference in attitudes were evident.

IX

INTERVIEWS WITH ETHNIC LEADERS: INDIVIDUAL LANGUAGE GROUPS

FRENCH-CANADIANS

In 1971 French-Canadians formed 2.5 percent of Lethbridge's population. In 1976, one percent of the population gave French as their mother tongue.⁴⁹ Interviews with library staff and ethnic leaders indicated that Lethbridge, like the rest of the province, is seeing an increase in the number of Francophones from Quebec and the Maritimes looking for jobs. As in several other centres in the province, the French immersion program is growing in the schools. There are currently about 350 students registered in Kindergarten to Grade 7.

Five people, representing three groups--the L'Association Canadienne-Francaise de l'Alberta (ACFA), the Canadian Parents for French and the University of Lethbridge's Club Français--were interviewed. All were Canadian-born, although not all were French-Canadian. Three were Quebec-born, with one having lived in Alberta for some thirty years and one having moved here in the last year. All five were, or had been, members of ACFA.

The Lethbridge branch of ACFA has a membership of 120 in the city. All respondents indicated that the space the Association currently leases is not large enough to accommodate the drop-in centre that is wanted and that there is a sense of looking for a 'community spirit'. ACFA sponsors concerts and other cultural activities, as does the Club Français at the University of Lethbridge. According to two respondents these are well-attended, including by Francophone Vietnamese anxious to hear a language they understand.

ACFA also operates Le Carrefour, a bookstore which stocks both adult and children's books. The selection of adult material was variously described as good, or as of little use, because its basic stock consists of translations from English and of Harlequin-type romances. The books sold were perceived as being oriented to those who do not read in English. A belief was also expressed by one person that the store would not succeed because Franco-Albertans do not read. Nothing in this study was designed to investigate such generalities.

All respondents referred to a social split within the ACFA, occurring between the Francophone "blue collar workers" and "the educated". All agreed that the two groups do not mix. In fact, it was mentioned that when a drop-in centre

had been operated, it required two different sets of hours of opening to meet the demands of the two groups.

Reading Habits in French

All respondents read books; 60 percent read magazines or newspapers. Books are read most often. Among those who read them, magazines and newspapers have equal use.

All respondents had read a book in French in the last year; 80 percent within the last six months. As Table VIIB indicates this frequency is higher than for either the whole sample, or for Canadians as a whole. As this Table also shows, 40 percent had read more than fifteen books in the past year, which again is a greater number read than reported in either the Project Progress survey or elsewhere in this study. The reading in French in Lethbridge bears further investigations, as Watson's study reports on differences in reading among the regions of the country but gives⁵⁰ no data for reading in French.

The 60 percent use of magazines is also higher than national usage (57.8 percent) and certainly higher than in Quebec (43.5 percent).⁵¹ On the other hand, the 60 percent reading of newspapers is lower than in Quebec (67.3 percent)⁵² or Canada (74.3 percent). Since this study did not investigate reading of newspapers in any language other than the one identified, further research is needed to identify a full pattern.

Source of Reading Material

As with other respondents to the survey, most French interviewees buy their own books. The Public Library was both the second source and the most frequently used when more than one source was reported.

Magazines are purchased by half the readers, borrowed from friends or from the University Club by the other half. Newspapers are purchased by the majority of those reading them; club subscriptions supply the rest.

Use of the Public Library

The Library is used by 60 percent of the French sample to obtain their books. This is the second highest among Lethbridge's ethnic leaders generally and equal to national usage as reported by Project Progress.⁵³

When other library services are included, the use of the Library by the French group rises to 80 percent. This is a higher usage than the national sample and is higher than the combined library use of all Lethbridge's ethnic leaders as shown in Table XI. This is in stark contrast to⁵⁴ the 25 percent usage found by Watson and merits further investigation.

Quality of the Collection

With such a heavy usage one would expect the 813 volumes available in the library to be the subject of detailed criticism, either negative or positive. Yet two-thirds of

those who use the Library rated the collection as satisfactory or excellent. Non-users were less unanimous. One said there was not a great deal of need for a public library collection, because the population is not large enough; the other, that it would be of use only if it had more to offer.

General comments are of more value in evaluation. There was an expressed need for more books and for more choice, especially in French-Canadian materials. Reading interests include fiction, Canadian history, general history, psychology and philosophy. Magazines are seen as important, especially as subscription costs rise. Audio-tapes were mentioned by one person. Comments were made that the "blue collar" group might be media- rather than print-oriented. Since the survey instrument was print-oriented, further investigation would be needed to confirm this.

Although some respondents indicated that school library collections support the French immersion courses, there were statements that the Public Library is needed to supplement these school holdings. The Director of the Public Library, who is also local Chairman of the Canadian Parents for French, indicated that although students are not yet placing pressure on the Public Library, this cannot be expected to continue.

There was also an undertone that as Le Carrefour supplies books to both schools and the public, the Library should not be competing with the bookstore. Whether this is

related to a fear that the schools will buy less, if more is available in the Library, or to the feeling that the size of the group does not warrant a collection, is not known. It is, however, a sentiment which Library staff echoed.

GERMAN-CANADIANS

In 1971, 5,020 (12 percent) of the people enumerated in Lethbridge were of German origin. In 1976, 1,660 German-speaking people in the city formed 3.5 percent of the City's population.

Three people from two organizations were interviewed. One other person gave general comments. The German Canadian Club, formed in 1955, provides social, recreational and cultural opportunities for a membership of about two hundred sponsoring a choir and a dance group among other activities. In 1967 a German Language School was started. Thirty to forty youngsters attend on Saturday morning. Most are children of first or second generation Canadians, although not all the parents speak German. The impression given during the survey interviews was that everyone is comfortable with English.

Reading Habits

All German respondents read books; one does not read magazines; two do not read newspapers. Books, magazines and newspapers are read in that order of frequency.

All had read a book in the last six months. They are equally divided on how many books they had read in the past year: 1 to 5; 6 to 15; and more than 15. As Table VIIC indicates, this is a greater frequency of reading than in the sample as a whole. The 66 percent reading magazines is also greater than both the sample and that for Canada; it

is about equal to that for Alberta.⁵⁵ The one-third reading newspapers is lower than any comparative figures available in the sample, Canada or Alberta. Further research is needed to confirm this.

Source of Reading Material

The German respondents buy books, borrow from their friends, use the public library and get books from the Consulate or publishers. They are evenly divided among friends, the library and donations when more than one source is used. The majority buy at least some of their books.

Magazines are obtained from friends or from free mailing lists. Newspapers are read only if received by the German Club.

Use of the Public Library

The Public Library is used to get German language materials by one-third of the respondents. One respondent uses the Library specifically for German books and for nothing else. The percentage of use is lower than that of libraries generally or of use by other ethnic leaders. When the respondent who borrows recordings from the library is included this rises to correspond with Project Progress findings, but it is still lower than the Lethbridge sample. Whether non-use is a result of the quality of the collection or of the ready availability of reading from other sources is not certain.

Quality of the Collection

German respondents were divided on whether the Library's collection of 635 volumes was satisfactory or poor. One person did say: "What I want, I get." They either did not need or did not know about the magazines and newspapers. No one indicated an interest in Der Spiegel, which is available.

There was an indication that the library should have a better selection of books; that what is in the collection is either of no interest or has been read. Reading interests included westerns and romances, as well as general fiction, history and science fiction.

A general complaint was that there was not always time to read, although those who did read German had no problem finding material. Otherwise, there was no indication that there was an unfilled need for library materials in German. The German Language School uses textbooks and requires no extra-curricular reading. The need for high interest/low vocabulary materials for German classes in Junior or Senior High School is apparently met by the schools.

HUNGARIAN-CANADIANS

No 1976 figures are available for those giving Hungarian as a mother tongue. In 1971 there were 1,670 Hungarians enumerated in Lethbridge. Ethnic leaders interviewed estimated there were about 2,500 to 3,000 Hungarians in the Lethbridge area. Three people, representing three organizations were interviewed. Two others made comments.

There are two Hungarian organizations and a language school. The Hungarian Old-Timers' Association has a membership of 350. It started as a Benevolent Association in 1935 and now is a social club as well. Most members are over sixty, with a few in their twenties and thirties.

The Hungarian Cultural Society of Southern Alberta, formed in 1977, has about one hundred members, some of whom are Canadian-born. Membership is not concentrated in any one age group. The Society provides a focus for social and cultural activities, including a very active dance group.

The Society sponsors the Petöfi Hungarian Language School which has classes Saturday mornings. There are about a dozen students registered each year, most of them children.

Reading Habits in Hungarian

All respondents read in Hungarian. They read magazines first; next newspapers; and then books. All read magazines and newspapers, which is not unusual among the groups surveyed, but is in contrast to reading elsewhere in Canada.

One person does not read books, while two-thirds of the interviewees had read a book in the past month. The same two-thirds had read more than fifteen books in the past year. This again, as Table VIIC indicates, is not unique among Lethbridge's ethnic leaders.

Source of Reading Material

As many respondents buy their own books as get them from the Public Library. They buy their own magazines and newspapers.

Use of the Public Library

All book readers in this group borrow Hungarian books from the Public Library, a percentage of use higher than that for the study as a whole or that for Canadians. All use the Library's other services. As with many other ethnic groups, Lethbridge Public Library's image in the Hungarian community is good.

Quality of the Collection

Despite the high use of the collection, only one third of the respondents were willing to rate the collection of 282 volumes as good. Others very carefully evaded the question by stating they could not respond because they did not know what was expected and had not checked the collection. There was an undercurrent of distrust of both the surveyor's motives (it was this group which had checked on whether the

library staff knew about the study) and the contents of the collection. This distrust appeared to be related to the desires not to have "Communist oriented" material available. This was clearly stated by one respondent. How the Hungarian collection should be developed was defined by this person and forms Appendix VII. Other topics of reading interests identified were novels, poetry, history and material on costumes.

The majority of Hungarian-speaking people interviewed had checked with each other before speaking with the surveyor. Some were wary of committing themselves. There was a disinclination to describe reading needs and a tendency to want to comment on what was available at the library. In one case, a spouse who was not acting as a respondent had more valuable comments than the respondents. These have been incorporated into this general discussion.

One respondent was aware of MBS but assumed it was a service supplied only by the National Library of Canada.

There were comments that most reading was done in English rather than in Hungarian, a statement which might indicate that the reading done in Hungarian is only a small portion of what is read. Further study would be needed to confirm this.

Unlike most European groups, the Hungarians do not seem to be totally print-oriented. One respondent indicated that video tapes of dances and costumes would be useful.

ITALIAN-CANADIANS

The 1976 Census lists Italian as being the mother tongue of 455 people, which is one percent of the city's population. The 1971 Census shows 965 people of Italian origin living in Lethbridge or two percent of the population. Respondents estimate that the current figure is over one thousand.

Three people from two organizations were interviewed. One other person made general comments.

The Romulus and Remus Italian-Canadian Club, with a membership of three hundred, has provided the focus for social activity in the Italian community since 1952. Most members are in their forties and fifties. The Club has a Centre with a drop-in lounge, a games room and a library with five hundred to six hundred volumes and current Italian-Canadian newspapers.

The Italian Club Women's Auxiliary was formed in 1976 and it also has an estimated membership of three hundred, which might indicate that the women are more active socially than the men. Members are mostly first generation Canadians who want their children to learn Italian and are, therefore, seeking means to re-establish the language school that was once operated. The Auxiliary helps raise funds for the Centre and operates the library.

Reading Habits in Italian

All Italian respondents read in Italian. Books are read

most frequently, then, newspapers, followed by magazines. Two-thirds had read a book in the last five to twelve months; all have read fewer than five in that period. This is a lower reading frequency than in the rest of the sample.

Since all respondents read magazines and newspapers, they are typical of the sample as a whole.

Source of Reading Material

Books were either bought or obtained from the club library, with the latter being the most popular source. Magazines were largely obtained from the club library. One respondent indicated magazines were obtained from the Public Library, but since the Library does not subscribe to Italian magazines, it must be assumed the reference was to English language material. Newspapers are either bought or obtained through club subscriptions.

Use of the Public Library

Two-thirds of the sample used the English language materials and other services of the Library, which corresponds to use nationally.⁵⁷ However, one person did not use the Public Library at all. None of the respondents who use the Library made use of the Italian collection. These people were both knowledgeable about the Public Library and most laudatory in describing the services and staff.

Quality of the Collection

Only one person commented on the quality of the Public Library's collection of sixty-eight Italian books. The verdict was: "Needs improvement".

A better selection of books was pinpointed as a need by all. It was mentioned that magazines might be more useful than books and that reading materials are needed to interest young people in their heritage. That means having Easy Reading Material as well as children's materials. There was also an expressed need for having a broader representation of Italian literature; that is, material about both northern and southern Italy. Topics of interest are politics, current events, sports, detective stories, romances, cookbooks, geographies, and travel books about Italy.

There was an indication that video tapes might be useful in preserving the Italian language. This may be the result of some community television programming that has been done in Lethbridge.

JAPANESE-CANADIANS

The 1976 figures for mother tongue combine Japanese and Chinese for a total of 705 people or 1.5 percent of the Lethbridge population. The 1971 Census enumerated 920 Japanese or two percent of the population. Japanese respondents estimated three thousand in the City. Whatever the case, the number is not as large as expected and, in the light of what was learned, this group does not seem about to create a demand for reading material.

Four people from three organizations were surveyed; one other person provided general comments. Only one respondent was not Canadian-born. All could speak enough Japanese to communicate with the Isei (first generation Canadians). All had learned to read in Japanese; one had studied in Japan.

The Japanese Canadian Association was formed in 1944 to provide a social service support system. Today, although only twenty people are active members, it provides the social and cultural focus for the Japanese community. Most of its activities are either of a social or athletic nature, but the group does raise funds for such things as a scholarship at the University of Lethbridge. Members are thirty years of age and older.

The Japanese Language School, affiliated with the Lethbridge Buddhist Church, has taught the language to twenty children a year since 1952. Indications are that the emphasis is on the spoken language rather than on the written one.

The Lethbridge Buddhist Church was established in 1948. The 180 active members are mostly over sixty years old. It was stated by several respondents that the Church is the centre of social activity and contact for the older people. There was also a feeling conveyed that respect for Buddhism is not lost when people join a Christian Church.

Reading Habits in Japanese

Two of the respondents did not read in Japanese. One of the others read magazines, sometimes. One person, born in Japan, read magazines, books and newspapers in that order. That person had read a book in the past month and more than fifteen during the year.

Source of Reading Material

The one respondent who read heavily bought most of the books. Books were also borrowed from friends and from a small library in the church. Magazines and newspapers were bought. The respondent who sometimes read magazines did not indicate the source of this material.

Use of the Public Library

The single reader did not get books from the Public Library and indicated a belief that there was no Japanese material there. This respondent did use other library services, although not the English collection.

The other respondents do not use the Library at all. One did know there are some Japanese language books there. The Japanese interviewed are thus atypical of the survey sample.

Possible Services of the Library

One respondent, who read travel, religion and serialized novels, would use the Public Library if reading materials were available. Books used in the language school are imported and one person could not see Japanese being read in the future. All respondents emphasized that the Japanese language is difficult to learn, and more so in isolation. One example given was that the churches are using Latin characters to spell out Japanese hymns. One person indicated that the Library would need a Japanese literacy programme if reading was to be promoted. This lack of interest in reading is not recognized by Library staff, who, as the result of specific requests, believe that Japanese reading material is needed.

Magazines are readily available for sale, either in stores or by subscription. People apparently exchange these amongst themselves.

In theorizing about whether the Isei, most of whom are over sixty-five, would want something to read in Japanese, one respondent indicated that these people would be afraid to go to the Library. They "know" the Library has only children's books. It was this same person who first pointed

to the use of video tape recordings as a source of information and recreation. This was confirmed by another respondent and was later discussed, in relation to Asian immigrants, by representatives of the 'U' First Community Services Foundation and the Folk Council.

Video tapes of Japanese television programmes are flown in frequently. They are rented out by the person who has arranged for their importation. A weekly delivery/exchange system is available to both individuals and groups. Groups use the viewing time as a social occasion. More and more individuals are buying video playback units, so that this aspect of video viewing may increase. The copyright legality of this import business is not known.

The Library is not perceived as a source for non-print materials. One person avoided a question about whether the Library has a role in providing video as well as print material. Another stated that the Library would be cutting into a private business, although a co-operative venture might be possible between the Library and some of the Japanese groups.

Should the Library institute services directed at the Japanese community, no special advertising is seen as necessary. Word of mouth is viewed as working remarkably well in letting people know what is available.

POLISH-CANADIANS

In 1971, the Census enumerated 1,040 Poles in Lethbridge. In the 1976 Census 420 people gave Polish as their mother tongue. This latter figure is closest to the two hundred families respondents estimated to be in the City. Like the French and Italians, the Poles form about 2.5 percent of the population of Lethbridge. Their numbers may be increasing slightly, however, with the recent arrivals of refugees.

Three people were interviewed. One of these three had no club affiliation. The others were from two different associations.

The Canadian-Polish Association has been the centre of Polish social and cultural activity since 1949. The current membership of two hundred is mostly in their forties and fifties. The Association sponsors a soccer team, a dance group, a library, and a language school. It is also assisting in the settling and orienting of the current group of refugees.

The Polish Combatants' Association consists of eighty or ninety Veterans of the Polish Forces who fought with the Allies during World War II.

Reading Habits in Polish

All respondents read in Polish. Newspapers are read most frequently. After that magazines and books are read equally often.

All had read a book in the last six months. Two had read one to five in the past year; one, more than fifteen books. This is higher than the reading frequency reported in Project Progress and higher than for the sample, as Table VIIC indicates.

Since all read magazines and newspapers, they appear more typical of the Lethbridge sample than of Canadian readers in general.⁵⁸

Source of Reading Material

Although all respondents do borrow books from the Public Library, the most frequent source was friends. Books are bought and also borrowed from the Association's library by two-thirds of the respondents.

All respondents buy their own magazines and newspapers.

Use of the Public Library

All respondents borrow Polish books from the Public Library. This is the highest usage of all groups in the sample. Two-thirds use other library services, including English language materials. As in the whole sample, library use is higher than that described in Project Progress for Canadians in general.⁵⁹

Quality of Materials in Library

Although all respondents consider the Library's Polish collection (161 volumes) as either "needing improvement" or

"poor", they all refer to the Library as "Our" Library and know where it is. They all expressed a pride in both ownership and in the sharing of books. They all described the new immigrant as being "hungry" for Polish books, a description which was also used by Library staff. They themselves are proud of reading in English more than in Polish. It was suggested the free library membership might be a good way to introduce the immigrants to the services offered by the Library.

They all read non-fiction, emphasizing it to a point where it could be assumed they consider fiction as being frivolous. One respondent, however, did not perceive such writers as Solzhenitsyn as writing fiction because "he writes true stories". This finding was in contrast to a staff belief that Polish readers are interested in fiction. Propaganda in either political or religious writings is not wanted. As with other Eastern Europeans, there is a rejection of "Communist material". One respondent selects books by imprint in order to avoid such literature. Generally, although the respondents expect to continue buying magazines and newspapers, they would like the library to have more books in Polish.

UKRAINIAN-CANADIANS

There were 2,015 Ukrainians enumerated in Lethbridge in 1971. In 1976, the Census listed Ukrainian as being the mother tongue of 870 people, or two percent of the population. One respondent, however, estimated the current population to be around 2,500.

There are three Ukrainian organizations in Lethbridge and one person was interviewed from each group. The Association of United Ukrainian Canadians (A.U.U.C.) was formed in the early 1920's as the Ukrainian Labour Farmer Temple Association. The Lethbridge Branch has about thirty-five members, all over forty, who organize cultural and social activities. They operate a hall and have a small library. The organization is labelled "Communist" by the leaders of the other Ukrainian groups in the City.

The Ukrainian Canadian Committee, formed in 1953, is an umbrella organization for three organizations, other than the A.U.U.C. and for two churches. Membership is thirty-five to forty people. Most members are post-World War II immigrants, and most are over forty.

The Ukrainian Catholic Women's League was formed in 1952, and today has a membership of forty-two, most of them also being post-World War II immigrants over forty years of age. Their activities are largely cultural, such as participation in Heritage Day.

The Ukrainian Catholic Church has a small library run by the Men's League.

Reading Habits In Ukrainian

All respondents read in Ukrainian. In order of frequency, they read newspapers, magazines and books.

Two-thirds read books and had read a book in the last month. They read six to fifteen books a year. This is a higher frequency than for the sample as a whole as Table VIIC indicates.

Two-thirds read magazines, which is a lower frequency than others in the sample, but higher than that of Canadians.

All read newspapers, which makes for a heavier readership in this media than for anyone but the Poles and Italians.

Source of Reading Materials

Book reading Ukrainians all buy books, get books from their ethnic library, and use the Public Library. The Public Library, however, is the least used source for obtaining books. Magazines and books are always purchased.

Use of the Public Library

Those respondents who read books do use the Public Library for their Ukrainian books. This is a higher use of the Library than for the whole sample. One person borrows English language material as well. One respondent does not use the Library at all.

Quality of the Collection

The Library's collection of 115 Ukrainian books is seen as "needing improvement" or as being "poor". It does not appear to be meeting the needs of heavy users, whose topics of interest range from historical fiction, Ukrainian history written from a "non-Russian" point of view, and contemporary politics. Magazines on politics, religion and cooking also might be read.

There was a request for a separate language section, because material was thought to be moved around too often. However, because in the past the Library had refused a donation of Ukrainian material, there is also a general distrust and skepticism about the Library's ability to meet the community's needs by obtaining more books and making these available quickly. In spite of the skepticism, there was an eloquent plea by one respondent that someone should make Ukrainian material more available than it is. Other ethnic collections are viewed as being private collections; the University has very little. One respondent said: "Any society without a library is lost." Therefore, it was stated that the Public Library needs to advertize what it has. It is believed that people will go there if they know books are available. Most importantly, a library is perceived as being books and only books.

LEADERS OF THE OTHER ETHNIC GROUPS

This section discusses the results of interviews with representatives of the Chinese, Croatian, Czechoslovak Dutch and Lithuanian communities.

The 1971 Census lists only the Chinese and Czechoslovakians as separate groups, 615 and 715 respectively, in Lethbridge. The 1976 Census combines the Chinese and Japanese languages and the Dutch and Flemish languages. Respondents estimated each group's population in Lethbridge to be:

Chinese	1,000 persons
Croatian	200 families
Czechoslovak	500 families in Southern Alberta
Dutch	8,000 in the area

It can be assumed no one group represents more than one percent of Lethbridge's population.

Only one respondent was interviewed from each group, but a general picture does emerge for each.

Chinese-Canadians

The Chinese National League, formed in 1916, has some fifty members, mostly men over forty. The League celebrates National holidays and organizes social activities. It used to operate a school, but there is a feeling, as with other ethnic groups, that young people are too busy with other things to learn Chinese. Whether this is also true of young people who have immigrated recently from Hong Kong is not

known.

The League operates a library. Whether the Chinese community of Lethbridge has access to the Chinese video tapes that are said to be used by Edmonton's Chinese community is not known. Further study might indicate they they, like the Japanese, are a market for this format of non-print material.

Croatian-Canadian

The Croatian Club is the social and cultural centre for about forty families, with membership ranging in age from twenty-one to fifty. Two active groups which the Club sponsors are a dance group and a soccer team.

Because there are no Croatian books available in the Library or through MBS, all reading material is purchased by the individual interviewed. Any service provided by the Library would have to keep in mind the strong Croatian nationalism which rejects any writings which criticize or deny its existence.

Czech-Canadians

The Czechoslovak Cultural Society was organized in 1979. With a membership of 140, ages forty and up. It stresses cultural activities. There is a language school, and the Society has a small library of about forty volumes. However, it was stated that these volumes are not well read, although this could be due to their being "read out". The seventy

volumes which the Public Library has had since 1978 may indicate that the Czechs do not read, or read only in English. The one person interviewed said that the community was too small to generate any need for books. A more in-depth study is needed before this statement can be confirmed.

Dutch-Canadians

No Dutch organization was identified. There has been one in the past, but it does not exist at the present moment. The impression gained from the one Dutch respondent and from discussion with both the Library Staff and the Chairman of the Southern Alberta Ethnic Association is that the four churches with Dutch congregations are the centres for the preservation of Dutch culture. It was stated by one person that there is a book collection at the Dutch Presbyterian Church.

The Public Library has had 340 volumes since 1978, with forty-one volumes being added in January 1981. There is a steady demand for reading material, most of it filled through the MBS collection. The impression of the Library Staff is that it is people over fifty years of age who are borrowing these books. The one respondent and staff indicated that the collection has too many translations; staff, that there may be a need for material written in dialect. Again, more information is needed.

Lithuanian-Canadians

There are about twenty to twenty-five families in the Lithuanian community but it does not have a formally registered society. The community itself is involved in Heritage Days and provides some social activity. In the past it has worked on a community radio programme directed at the ethnic community.

The representative interviewed claimed not to be typical of the Lithuanians, the majority of whom are in their sixties and over. The older people do get newspapers and books would probably be read. The community is small, however, and great care would have to be taken to identify their needs. Politically oriented books would probably not be acceptable.

Here also the statement was made that a small community does not justify a great deal of effort.

X

INTERVIEWS WITH PEOPLE INVOLVED WITH
NON-ENGLISH LANGUAGE GROUPS

Two groups in Lethbridge are involved with more than one ethnic organization. Three people were interviewed in order to get a broader impression of Lethbridge's ethnic composition. The interviews were unstructured and flowed from questions arising from interviews held with the community leaders.

The 'U' First Community Services Foundation provides information, orientation, interpretation, counselling and referral services to government sponsored immigrants arriving in Lethbridge. The discussion with two of the Foundation staff centered on their perceptions of the reading their clients do.

Although Vietnamese and Indo-Chinese are no longer arriving in large numbers, they still use the services of the organization, including attending English as a Second Language classes. The people from North Vietnam are often illiterate. Television then becomes their sole source of information and entertainment. Video playback units are one of the first "luxury" purchases, with families and groups pooling their resources to pay for the equipment. Agency staff know that video tapes are available from both Calgary and the United States. This use of non-

print media is parallel to that described as existing among the Japanese.

Most current immigration is from Eastern Europe, from Poland, Hungary and Romania. In contrast to the Asians, these people are readers who are not media oriented. Agency staff, like other people interviewed, indicated that Eastern Europeans are hungry for books, but there was no indication as to how this need might be filled.

The Southern Alberta Ethnic Association is an umbrella group for all ethnic organizations in southern Alberta. It co-ordinates activities such as Heritage Day. The President of the Association was interviewed as to what is seen as the need for multilingual reading materials.

In contrast to what some ethnic leaders said, the President does not believe a library is needed to preserve culture. With media superceding print, a library would have to be multi-media oriented to be of use to the ethnic communities.

Various groups are using local Cable Television to express their own dance, music and language. There are indications that an ethnic centre in downtown Lethbridge may become a reality in the near future. Preliminary discussions on what it would house have mentioned a library or libraries, but no definite proposals have been made. Prodding questions were answered with enough vagueness to indicate that no one has any inclination to consolidate all ethnic collections. Such sharing and "multi-culturalism"

may even be rejected in the attempt to preserve "one's own culture". What was emphasized was that language is what preserves culture, and language is not necessarily expressed only in a print format.

XI

CONCLUSIONS

Methodology

In carrying out the field research it very quickly became obvious that a survey instrument administered through an interview had been the correct methodology to select. Many of the respondents needed verbal assurance before they would answer questions. Others were so eager to describe their reading needs and interests that it was difficult to keep them on topic. Some worried about their understanding of English in answering questions. A mail survey might not have been returned; the replies would have been meaningless; or they would have been tailored to what was perceived as the "right" or "desired" answer. Interviews led to much less of this because answers could be more readily validated by open-ended questions.

A telephone survey would have presented its own set of problems. There was almost universal questioning of the purpose behind the study at the time people were contacted to set up appointments. In many cases getting an appointment called for the same skills and techniques as obtaining an appointment to sell life insurance. When an appointment was made, however, the interview was a pleasure, even when it was difficult to stay on topic. Most people were open and

hospitable once their questions and suspicions about the project were satisfied.

Interviews with Ethnic Leaders

Results of the interviews with Lethbridge's ethnic leaders indicate that reading needs in languages other than English are higher than might be expected and that there is much that the Lethbridge Public Library can do to meet those needs.

Over 89 percent of the sample read in languages other than English, a higher percentage of reading than reading by Canadians in general. The respondents read books in approximately the same numbers as Canadians. They read more magazines and newspapers.

The Public Library, seen as supplementing the various collections within the ethnic communities, is the second most popular source of reading material. It is, however, used more frequently by the sample than libraries are by Canadians.

With two exceptions, magazines, the most frequently read materials, are not available in the Public Library. It is, therefore, understandable that to over 40 percent of the sample a library is a supplier of books, and not of other services. Yet to one-third of the groups surveyed, print is not the only medium, as the use of non-print materials is increasing, particularly among the Asian community.

As popular as the Library is, it is sometimes viewed as competition to other book collections, to bookstores and to the distributors of non-book materials. There is also a reluctance to place demands on the Library and to make needs known, although the sample users are also more critical of it than other Canadians are of libraries. Their constructive criticism identifies more and better books as a need, along with a listing of what is available elsewhere. If newspaper and magazines were more readily available they would be used.

Most respondents had no problem in using a collection of books that is not integrated into the general library collection, and no one asked that such integration be undertaken by the Library. Discussions revealed that a separate identity is what is wanted.

Public Library Staff Perceptions

Library staff members interviewed were all open in their comments on the quality of the library collection and in stating how they felt the service could be improved. Their comments were similar to those made by the ethnic leaders surveyed.

Staff had started from the premise that reading in languages other than English stops when the user learns English and that second and third generations do not retain their mother tongue. Ethnic leaders, especially those who belong to the smaller groups, lament the fact that their

children read only in English. Both staff and ethnic leaders are very conscious that continued immigration is maintaining the need for and the interest in multilingualism. All were agreed that reading materials will continue to be used.

Like the ethnic leaders, the staff interviewed felt that the Library's non-English collection is old and outdated. Many of the staff comments about the books available in specific languages were almost identical to what the respondents in the ethnic communities said; for example, the Dutch collection was said to have too many translations. There was a feeling that many older people do not read English: this was borne out in the survey. Staff is also aware that the Library may be seen as competition to the French book store and to book collections owned by some of the ethnic organizations.

Not all staff perceptions were confirmed by the ethnic leaders interviewed. Staff believed that Polish readers are interested in fiction: there was little actual interest in fiction expressed by the respondents. Staff see a need for large print materials in Dutch, Ukrainian, Hungarian, French and perhaps Japanese: there was no explicit need for these expressed by the survey sample. Staff all felt that Japanese materials are needed: the leaders of the Japanese community stated that there is little interest in reading.

Because some ethnic respondents found out about the collection by asking, staff may not be entirely accurate in saying that people may be reluctant to ask for multilingual

library materials. All groups agreed, however, that there is a need for a listing of the titles available from MBS. They are also agreed that publicity is best done by speaking to ethnic groups or using television and radio announcements.

XII

RECOMMENDATIONS FOR FURTHER ACTIVITY

As demographic analysis indicates, Lethbridge is a multilingual and multicultural community. Public Library staff are aware of some of the reading needs of the ethnic groups in the City and are attempting to meet them. The ethnic leaders are very aware of the Public Library, very appreciative of its services and very laudatory of its staff. At the same time, they are constructively critical of its multilingual collection and services. These complementary attitudes and reactions can be used to improve the service to the non-English community and to raise the Library's profile even higher. The following proposals for action by both Lethbridge Public Library and Alberta's Multilingual Biblioservice can be a start. An outline of further research that can be undertaken as multicultural library service is developed concludes these recommendations.

LETHBRIDGE PUBLIC LIBRARY

Reading Needs and the Library's Collection

In this study, 89.7 percent of the sample reads in languages other than English. Of these ethnic leaders, 57 percent use the Public Library to obtain at least some of their reading material. Over 50 percent of them describe the book collections as being inadequate.

Adequacy can be borne out by objectively ranking the collection available in each language in relation to other languages and to the City's population as a whole, as has been done by such library systems as the Southwestern Regional Library System in Ontario.⁶¹ Thus, if 17 percent of Lethbridge's population does not have English as its mother tongue, it could be argued that 17 percent of the Library's book collection should be in languages other than English in order to meet the reading needs of these people. Table III indicates that barely 2 percent of the collection, including what has been received from MBS, is non-English.

If the major language groups in Lethbridge are ranked by population, then ranked by the size of the book collection available to them, then ranked on books per capita, the following rankings are obtained:⁶²

Language	Rank By Population	Rank by Total No. of Books	Books Per Capita	Rank By Books Per Capita
<hr/>				
German	1	2	.38	4
Ukrainian	2	6	.13	7
Dutch/ Flemish	3	3	.46	2
Chinese/ Japanese	4	4	.46	2
Italian	5	7	.15	6
Polish	6	5	.38	4
French	7	1	2.08	1

English books per capita--4.35

It can quickly be seen that although no group gets the same service as the English-reading population, some ethnic groups are better served than others. Without taking quality or currency into consideration, it can be said that the French are getting more library service than other groups. Certainly the Chinese and Japanese (at .46 volumes per capita) are getting a bigger selection than the Ukrainians (at .13 volumes per capita). The survey of ethnic leaders indicates that the Japanese may not be print-oriented, while the Ukrainians seem to be. The Public Library should examine this apparent discrepancy.

As a result of this finding, LETHBRIDGE PUBLIC LIBRARY SHOULD DEVELOP A BOOK SELECTION POLICY FOR THE PURCHASE OF BOOKS IN LANGUAGES OTHER THAN ENGLISH. This should be done in consultation with the ethnic communities.

During the interviews, those ethnic leaders whose country of origin is in Eastern Europe consistently referred to the need for non-political, or, more accurately, "politically unbiased" material. This usually meant a preference for books which are not written by authors considered Communist, nor published by leftist presses on either side of the Iron Curtain. It sometimes means material supporting personal political and social beliefs. This preference must be taken into account when any selection policy for books in languages other than English is developed. A "balanced" collection where all viewpoints are represented may not be read.

This also has implications for the acceptance of book donations. It may be that the Library's policy for accepting donations in non-English languages should differ from that for donations generally.

It will also be necessary to take into account those people who read fiction, be it "light" romances or descriptions of "real" situations. In all instances, the educational level of the people involved must be a prime consideration.

Liaison With the Libraries of the Ethnic Organizations

Seven of the twelve ethnic groups surveyed have collections of books and other materials available either through a church or at their Association's office. The President of the Southern Alberta Ethnic Organization indicated that there may be a library included in an ethnic cultural centre, which is now in the planning stage. Co-operation between the people looking after these small collections and the Public Library may be possible and beneficial to all concerned. LETHBRIDGE PUBLIC LIBRARY SHOULD INVESTIGATE SUCH CO-OPERATION WHEN IT IS DRAWING UP THE RATIONALE FOR ITS MULTILINGUAL COLLECTION.

The Library already is visited by the English as a Second Language classes. If the ethnic societies and the language schools could be involved, all the better. LANGUAGE SCHOOLS SHOULD BE APPROACHED WITH AN INVITATION TO BRING THEIR CLASSES TO VISIT THE LIBRARY.

Record of Circulation Data

In order to create a factual basis for future collection building Lethbridge Public Library should establish a PROCEDURE FOR RECORDING HOW MANY AND WHAT TYPES OF NON-ENGLISH BOOKS CIRCULATE. There should also be a record maintained of requests which cannot be filled either through its own collection or by Alberta's MBS.

Pilot Project

Most of the ethnic leaders use the library and believe their communities would also do so if properly encouraged. This is particularly true of the Polish and Italian leaders. Both groups were most appreciative and complimentary in discussing the Library. Each group used the Public Library's services to the fullest extent. Lethbridge Public Library should build on this, BY SELECTING EITHER THE POLISH OR ITALIAN COMMUNITY AS TARGETS FOR A SPECIAL PROJECT TO PROMOTE AND ENCOURAGE THE USE OF THE MULTILINGUAL SERVICE'S BOOKS. The results, when shared with all libraries in the province, would be an invaluable aid in planning for the improvement of this service in many communities.

Magazines in non-English languages are read more frequently than books. In some cases, for example, in the Japanese community, there is an indication little else is read. In other cases, as in the Italian community, they are thought to be a way to get young people to read. Highlighted and promoted, magazines might be the means by which the book collection is made known to more people in these communities. MAGAZINES MIGHT, THEREFORE, BE THE BASIS FOR A PROJECT DIRECTED AT SPECIFIC GROUPS IN THE NON-ENGLISH SPEAKING COMMUNITY. The magazines could be circulated along with books and Lethbridge's ethnic target community thoroughly involved in the project.

Non-Print Materials

Although the study was designed to identify reading needs, it became clear during the field research that the ethnic communities are by no means totally print-oriented. Italians and Hungarians mentioned video tapes and playback units. The Japanese have a community lending service for video tapes imported from Japan. Indications are that the Chinese community, along with the Vietnamese, have a similar interest and service. French-Canadians may also be strongly media-oriented. The Southern Alberta Ethnic Association is involved in community radio and television. LETHBRIDGE SHOULD INVESTIGATE WHAT ROLE IT CAN PLAY IN PROVIDING INFORMATION AND RECREATION, USING ALL FORMS OF NON-PRINT MATERIAL, TO:

1. THE ETHNIC COMMUNITY AS A WHOLE
2. THE JAPANESE COMMUNITY SPECIFICALLY

The Library could then experiment with various means of fulfilling the role thus identified. The results and conclusions could be tested in other communities by MBS to establish whether a non-print service is needed in the province.

MULTILINGUAL BIBLIOSERVICE

As the several recommendations for action suggested to Lethbridge Public Library indicate, there has to be some action taken by the Multilingual Biblioservice before Lethbridge can proceed. It is the Provincial Service which

provides most of the books used by Lethbridge. If Lethbridge is going to be able to prepare and adopt a sound rationale for its multilingual service it must know and understand the policies of MBS. Therefore, MBS HAS TO DEFINE, CLEARLY EXPLAIN AND WIDELY DISTRIBUTE ITS COLLECTION DEVELOPMENT POLICY.

Following on this, to eliminate confusion about the local public library's responsibility in providing a service in non-English language, MBS SHOULD CLEARLY EXPLAIN BOTH ITS ROLE AND THAT OF THE LOCAL LIBRARY IN MEETING THE NEED FOR NON-ENGLISH MATERIALS. Lethbridge Public Library would then be in a position to incorporate this statement into its rationale for such a service and also into its collection development policy.

Catalogues

Library users, non-library users and library staff indicated that a listing of non-English language titles which are available from MBS is needed. This would encourage user requests and ease communication problems where the local staff is not familiar with the language concerned. MULTILINGUAL BIBLIOSERVICE SHOULD MAKE A CATALOGUE OF ITS BOOKS AVAILABLE AT THE EARLIEST POSSIBLE DATE. FURTHERMORE, IT SHOULD INITIATE A PROCESS BY WHICH INDIVIDUAL TITLES COULD BE MADE AVAILABLE EXPEDITIOUSLY.

Needs Study

MBS was established to meet the needs for reading materials in languages other than English throughout Alberta, needs which could not be met locally. After four years' operation MBS should take a look at how well this is being accomplished. A STUDY OF THE NEED FOR MATERIALS IN OTHER LANGUAGES SHOULD BE CONDUCTED IN THE PROVINCE. SUCH CHANGES AS ARE INDICATED BY THE RESULTS OF THE STUDY SHOULD BE IMPLEMENTED.

Cataloguing and Processing of Materials

Lethbridge Public Library staff indicated non-English materials can be more difficult to catalogue than English ones. MBS SHOULD INVESTIGATE METHODS BY WHICH ASSISTANCE IN CATALOGUING CAN BE GIVEN TO LOCAL LIBRARIES.

LETHBRIDGE PUBLIC LIBRARY AND MULTILINGUAL BIBLIOSERVICE

Publicity

Programmes in this area can be conducted by either Lethbridge or MBS, but consideration should be given to working on a joint pilot project, which, if successful, could be extended to the rest of the province.

This study showed that 76 percent of the population sample use the Lethbridge Public Library. Two-thirds of those who use the MBS collection found out about it through word of mouth or by talking to Library staff. Also, four different groups indicated that the size of their

community may not be large enough to warrant library service. Of the groups interviewed, at least four are involved in community radio and television, and probably have developed an audience. This has implications for any publicity developed to highlight the multilingual service.

Any publicity campaign conducted in Lethbridge MUST TAKE INTO ACCOUNT:

1. THE VALUE OF RADIO AND TELEVISION IN ADVERTIZING
2. THE NEED FOR HIGH VISIBILITY OF THE SERVICE WITHIN THE LIBRARY
3. THE NEED TO EMPHASIZE THAT BOOKS ARE ROTATED THROUGH-OUT THE PROVINCE AND THUS, WHILE THE NUMBER OF BOOKS IN ANY ONE LANGUAGE MAY BE SMALL, THE BOOKS ARE PART OF A LARGER COLLECTION. MEETING THE NEEDS OF THE SMALLER ETHNIC COMMUNITIES IS, THEREFORE, NOT PLACING A DISPROPORTIONATE BURDEN ON THE LOCAL LIBRARY.

QUESTIONS FOR FURTHER RESEARCH

This study of multilingual reading needs in Lethbridge has described reading and library use patterns among the ethnic leaders in the community. It has identified ways in which library service to people whose mother tongue is not English can be developed and improved. In doing so, the study has also indicated where research can be done in order to develop a full picture of Canadian ethnic reading and language retention patterns. Research could be done in

the following areas:

1. Ethnic leaders in Lethbridge read magazines and newspapers more frequently than Albertans or Canadians.

This may be the result of the availability or non-availability of books. Data are needed to establish whether this is so.

2. Purchase is the first source of books for those reading in languages other than English. The sources of books bought by the ethnic community are unknown. They may differ from community to community, but they may be the same as those of the English-reading community. Investigating this would be both interesting and challenging.

3. Use of the Public Library by the sample in Lethbridge is higher than that reported by Project Progress. This may be the result of Lethbridge Public Library's image in the community or it may be a function of the community's educational level or age. A comparison with another community would validate this and help to identify the reasons for this high usage.

4. People not born and educated in Canada appear to be less reluctant to ask for assistance in using the resources of the library than the Canadian-born. What is it in the background that promotes this difference?

5. Frequency of reading and use of the Lethbridge Public Library by Francophones appears to be higher than that of other language groups and higher than that identified in Quebec. At the same time there is an indication that there is more than one French-Canadian community in Lethbridge and the leaders may be typical of only one of those communities. More information is needed before any further generalizations can be made about French-Canadian reading needs.

6. There is a need for audio tapes in languages other than English. How great is this need, and in what languages should such tapes be provided?

7. Japanese-Canadian leaders in Lethbridge are non-users of libraries. Are they typical of Japanese-Canadians in Canada?

8. In Lethbridge, Eastern Europeans appear to be print-oriented; Asians, non-print oriented. Literacy and socio-economic background could be factors governing this orientation. More data for comparison and definition are needed.

9. It is sometimes stated that reading in other languages decreases when English is learned. The survey sample indicates that people read in their mother tongue and in English. There is no indication of the proportion in each. Nor is there any indication of what governs this reading.

10. As French Immersion Programmes continue there should be a growing need for French language reading material. A process for meeting this need must be developed if libraries are to be able to plan for the future.

TABLES

Table	Description
I	Population by Ethnic Group (1911, 1951, 1971): Alberta and Lethbridge
II	Lethbridge Population by Mother Tongue
III	Multilingual Volumes Available in Lethbridge
IV	Level of Education
V	Non-Readers in Non-English Languages
VI	Rank Order of Reading Frequency
VIIA	Frequency of Recreational Reading
VIIB	Frequency of Recreational Reading: Lethbridge Ethnic Leaders Compared to Canadians
VIIC	Frequency of Recreational Reading: Books Read in the Last Year
VIII	Source of Books
IX	Source of Magazines
X	Source of Newspapers
XI	Use of Public Library for Non-English Materials
XII	Use of Library Materials and Services Other than Multilingual Collection
XIII	Quality of Book Collection
XIV	Ease of Use of Library Collection
XV	Knowledge of Collection
XVI	Materials Public Library Could Provide to Non-Users

TABLE I
POPULATION BY ETHNIC GROUP (1911, 1951, 1971)
ALBERTA AND LETHBRIDGE

	1911 Alberta Lethbridge	1951 Alberta Lethbridge	1971 Alberta Lethbridge
British	192,629 (52%)	451,709 (48%)	761,665 (47%)
French	132,921 (36%)	56,185 (6%)	94,665 (6%)
Other	45,745 (12%)	431,607 (46%)	771,545 (47%)
TOTAL	371,295 (100%)	939,501 (100%)	1,627,875 (100%)

Sources: Census and Statistics Office, Fifth Census of Canada, 1911, Report.
Vol. 1, Table VII.
Canada, Bureau of Statistics, Ninth Census of Canada, 1951, Report.
Vol. 1, Tables 34-35.
Canada, Statistics Canada, 1971 Census of Canada, op. cit., Vol. 1, Part 3;
Population: Ethnic groups, Table 3 and Table 5.

TABLE II
LETHBRIDGE POPULATION BY MOTHER TONGUE

	1971	1976
English	32,830 (80%)	38,830 (83%)
French	335 *	390 *
Chinese and Japanese	880 (2%)	705 (1.5%)
German	1,775 (4%)	1,660 (3.5%)
Greek	85 *	20 *
Italian	560 (1%)	455 (1%)
Native Indian	-	40 *
Netherlandic and Flemish	855** (2%)	735 (1.5%)
Polish	525 (1%)	420 (1%)
Ukrainian	890 (2%)	870 (2%)
Other	2,485 (6%)	1,920 (4%)
Not Stated	-	705 (1.5%)
TOTAL	41,220	46,750

* Less than one percent

** 1971 figures identify Netherlands only

Sources: Canada, Statistics Canada, 1971 Census of Canada, Vol. 1, Part 3: Population: Mother Tongue, Table 21.

Canada, Statistics Canada, 1976 Census of Canada, Vol. 1, Part 3: Population: Demographic Characteristics, Mother Tongue, Table 9.

TABLE III
MULTILINGUAL VOLUMES AVAILABLE IN LETHBRIDGE

	From MBS					
	1978/80	1981	Jan.-Ap. 1982	Total	Public Library Collection	Total
Chinese	130	80	-	210 (10%)	-	210 (6%)
Cree	7	-	-	7 (*)	-	7 (*)
Czech	70	-	-	70 (3%)	-	70 (2%)
Danish	-	-	-	-	2	2 (*)
Dutch	166	115	41	322 (16%)	18	340 (10%)
Finnish	30	-	20	50 (2%)	1	51 (2%)
French	55	47	27	129 (6%)	684	813 (24%)
German	95	25	55	175 (9%)	460	635 (19%)
Gujarati	-	-	6	6 (*)	-	6 (*)
Hungarian	135	47	15	197 (10%)	85	282 (18%)
Italian	47	20	-	67 (3%)	1	68 (2%)
Japanese	-	-	-	-	114	114 (3%)
Polish	95	30	35	160 (8%)	1	161 (5%)
Punjabi	27	10	-	37 (2%)	-	37 (1%)
Russian	40	16	20	76 (4%)	-	76 (2%)
Slovak	14	-	-	14 (*)	-	14 (*)
Spanish	99	36	10	135 (7%)	4	139 (4%)
Swedish	54	20	-	74 (4%)	-	74 (2%)
Ukrainian	85	30	-	115 (6%)	-	115 (3%)
Urdu	58	10	10	78 (4%)	-	78 (2%)
Vietnamese	35	20	37	92 (5%)	-	92 (3%)
TOTAL	1,232	506	276	2,014	1,370	3,384

*Less than one percent.

TABLE IV
LEVEL OF EDUCATION

Education	Canada*	Lethbridge*	Sample
Elementary	4,425,365	6,435	5
High School	7,488,630	15,675	6
Post-Secondary/ Non-University	2,428,105	6,750	10
University--Complete	1,740,855	4,040	4
--Partial	792,550	224	0
Post-Graduate	220,925	495	4
TOTAL	17,096,430	33,619	29

*Source: Canada, Statistics Canada, 1976 Census of Canada,
Vol. 2: Population: Demographic Characteristics,
School Attendance and Level of Schooling, Table 25.
 See also Chart I.

TABLE V
NON-READERS IN NON-ENGLISH LANGUAGES

Group	n	Non- Readers	Non- Readers Books	Non- Readers Magazines	Non- Readers Newspapers
French	5	-	-	2	2
German	3	-	-	1	2
Hungarian	3	-	1	-	1
Italian	3	-	-	-	-
Japanese	4	2	1	-	1
Polish	3	-	-	-	-
Ukrainian	3	-	1	1	-
Others	5	1	-	2	1
TOTAL	29	3	3	6	7

TABLE VI
RANK ORDER OF READING FREQUENCY

Group	n	Books	Magazines	Newspapers
French	5	1	2	2
German	3	1	2	3
Hungarian	3	3	1	2
Italian	3	1	3	2
Japanese	2	2	1	3
Polish	3	2	2	1
Ukrainian	3	3	2	1
Others	4	1	2	2
AGGREGATE	26	2	1	3

1 = most frequently read
 2 = next most frequently read
 3 = least frequently read

TABLE VII A
FREQUENCY OF RECREATIONAL READING

Group	n	Last Week	Last Month	Last 2 Months	5 - 6 Months	7 - 12 Months	More Than a Year	Don't Remember	Don't Read
French	5	-	1	1	2	1	-	-	-
German	3	1	1	-	1	-	-	-	-
Hungarian	3	1	1	-	-	-	1	-	-
Italian	3	-	-	-	1	1	1	-	-
Japanese	4	-	1	-	-	-	1	-	2
Polish	3	1	1	-	1	-	-	-	-
Ukrainian	3	1	1	-	-	-	-	-	1
Other	5	1	1	-	-	1	-	1	1
TOTAL	29	5 (17%)	7 (24%)	1 (3%)	5 (17%)	3 (10%)	3 (10%)	1 (3%)	4 (14%)

Question asked was: When did you last read a complete book for recreation?

TABLE VII B

FREQUENCY OF RECREATIONAL READING
LETHBRIDGE ETHNIC LEADERS COMPARED TO CANADIANS

Book Last Read	Lethbridge Ethnic Leaders	Canada*
	%	%
Within last month	41	61
One to six months ago	20	15
Seven to twelve months ago	10	8
Over one year ago	10	10
Never	14	5
Don't know	3	2

*Project Progress, p.50.
See also Chart II.

TABLE VII C

FREQUENCY OF RECREATIONAL READING
BOOKS READ IN THE LAST YEAR

Group	n	None*	1-5	6-15	15+
French	5	-	1	2	2
German	3	-	1	1	1
Hungarian	3	1	-	-	2
Italian	3	-	3	-	-
Japanese	4	3	-	-	1
Polish	3	-	2	-	1
Ukrainian	3	1	-	2	-
Others	5	3	1	-	1
TOTAL	29	8 (27.5%)	8 (27.5%)	5 (17%)	8 (27.5%)

*Includes both those who do not read and those who read only magazines or newspapers.

TABLE VIII
SOURCE OF BOOKS

Group	n	Buy	Friends	Public Library	School/ College Library	Other Library	Other	Most Frequent
French	5	4	2	3	1	-	-	Public Library
German	3	2	1	1	-	-	1	*
Hungarian	2	2	1	2	-	-	-	**
Italian	3	1	-	-	-	3	-	Ethnic Library
Japanese	1	1	1	-	-	1	-	Buy
Polish	3	2	2	3	-	2	-	Friends
Ukrainian	2	2	-	2	-	2	-	Buy and Ethnic Library
Others	2	2	3	1	1	-	-	Friends
AGGREGATE	21	16	10	12	3	8	1	Public Library

Other Library: includes ethnic group and church collections.
Most Frequent: Source used most often if more than one used.
Other: Donations from consulates and publishers.
* Evenly divided among friends, public library and donations.
** Evenly divided among buying, public library and ethnic collection.

TABLE IX

SOURCE OF MAGAZINES

Group	n	Buy	Friends	Pub. Lib.	School College Lib.	Other Lib.	Other	Most Freq.
French	2	2	1	-	-	-	1	Buy and Univer. Subsc.
German	2	-	1	-	-	-	1	*
Hungarian	3	2	-	-	-	-	1	Buy
Italian	3	-	-	1**	-	3	-	Ethnic Library
Japanese	2	1	-	-	-	-	-	*
Polish	3	3	-	-	-	-	-	*
Ukrainian	2	2	-	-	-	-	-	*
Others	2	1	1	-	-	-	-	*
AGGREGATE	20	11	3	1	-	3	3	Buy and Ethnic Lib.

Other Library: includes ethnic group collections.

Other: donations, club subscriptions.

* Do not use more than one source.

** The Library does not subscribe to any Italian magazines.

TABLE X

SOURCE OF NEWSPAPERS

Group	n	Buy	Friends	Pub. Lib.	School College Lib.	Other Lib.	Other	Most Freq.
French	3	2	—	—	—	—	1	*
German	1	—	—	—	—	—	1	*
Hungarian	2	2	—	—	—	—	—	*
Italian	3	--	1	—	—	2	—	*
Japanese	1	1	—	—	—	—	—	*
Polish	3	3	—	—	—	—	—	*
Ukrainian	3	3	—	—	—	—	—	*
Other	3	2	1	—	—	—	—	*
Aggregate	19	13	2	—	—	2	2	Ethnic Library & Club Subscr.

Other Library: Ethnic group collections.

Other: Club subscription.

*Do not use more than one source.

TABLE XI
USE OF PUBLIC LIBRARY FOR NON-ENGLISH MATERIALS

Group	n	Books		n	Magazines		n	Newspapers	
		Users	Non-Users		Users	Non-users		Users	Non-users
French	5	3	2	3	—	3	3	—	3
German	3	1	2	2	—	2	1	—	1
Hungarian	2	2	—	3	—	3	2	—	2
Italian	3	—	3	3	1	2	3	—	3
Japanese	1	—	1	2	—	2	1	—	1
Polish	3	3	—	3	—	3	3	—	3
Ukrainian	2	2	—	2	—	2	3	—	3
Others	2	1	1	2	—	2	3	—	3
TOTAL	21	12	9	20	1	19	19	—	19

TABLE XII
USE OF LIBRARY MATERIALS AND SERVICES
OTHER THAN MULTILINGUAL COLLECTION

Group	n	Records	Films	Tapes	English Language Materials	Reading Rooms	Information Services	Cultural Programs	Other	Nothing Else
French	4	1	1	—	3	—	2	3	1	1
German	1	1	—	—	—	—	—	—	—	1
Hungarian	2	—	1	—	2	—	3	—	1	—
Italian	3	—	1	—	2	—	2	—	1	1
Japanese	1	—	—	—	—	—	—	—	1	3
Polish	3	—	—	—	2	—	1	—	—	1
Ukrainian	2	—	—	—	1	—	—	—	—	2
Others	4	1	1	—	4	—	1	1	1	1
[*] AGGREGATE	22	2	2	—	8	—	7	4	—	2

*Includes 10 non-users of non-English materials.

TABLE XIII
QUALITY OF BOOK COLLECTION

Group	n	Excellent	Good	Satisfactory	Needs Improvement	Poor	Don't Know/need
French	3	1	—	1	—	1	—
German	1	—	—	1	—	1	—
Hungarian	2	—	1	—	—	—	2
Italian	0	—	—	—	1	—	—
Japanese	0	—	—	—	—	—	—
Polish	3	—	—	—	1	2	—
Ukrainian	2	—	—	—	1	1	—
Others	1	—	1	—	—	1	—
AGGREGATE	16	1	2	2	3	6	2

n = Library users.

*Aggregate includes non-users.

TABLE XIV
EASE OF USE OF LIBRARY COLLECTION

Group	n	Very Easy	Easy	Difficult	Very Difficult	Don't Know
French	3	2	—	—	1	—
German	1	—	1	—	1	—
Hungarian	2	1	—	—	—	1
Italian	0	—	—	—	1	—
Japanese	0	—	—	—	—	—
Polish	3	3	—	—	—	—
Ukrainian	2	—	—	1	1	—
Others	1	1	—	—	1	—
AGGREGATE*	15	7	1	1	5	1

n=Library users.

* Aggregate includes non-users who responded.

TABLE XV
KNOWLEDGE OF COLLECTION

Group	n	Brochures	Friend/ Relative	Library Staff	Other
French	3	—	1	—	3
German	1	—	—	—	1
Hungarian	2	—	1	1	1
Italian	0	—	—	—	—
Japanese	0	—	—	—	—
Polish	3	—	1	1	2
Ukrainian	2	—	1	1	1
Others	1	—	—	—	1
AGGREGATE OF USERS	12	—	5	5	8

Question asked of library users was: How did you find out about the collection? More than one source could be given.

TABLE XVI
MATERIALS PUBLIC LIBRARY COULD PROVIDE TO
NON-USERS

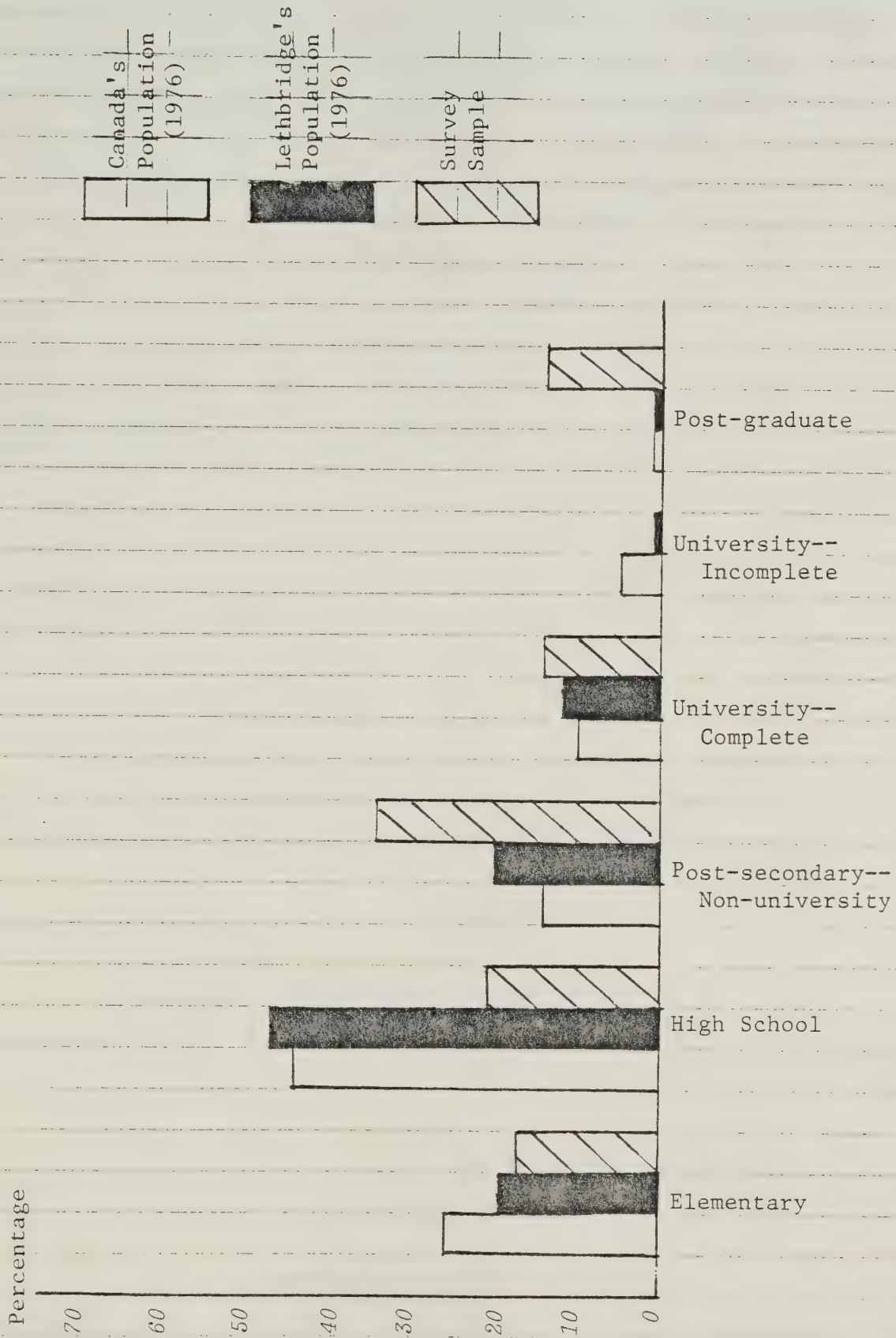
Group	n	Books	Newspapers	Magazines	Non-print
French	2	—	—	2	—
German	2	2	1	1	—
Hungarian	0	—	—	—	—
Italian	3	3	1	—	1
Japanese	1	1	—	1	—
Polish	0	—	—	—	—
Ukrainian	0	—	—	—	—
Others	1	1	—	—	1
TOTAL	9	7	2	4	2*

*1 = Films
1 = Records

CHARTS

Chart

- I Level of Education
- II Books Read in the Last Year



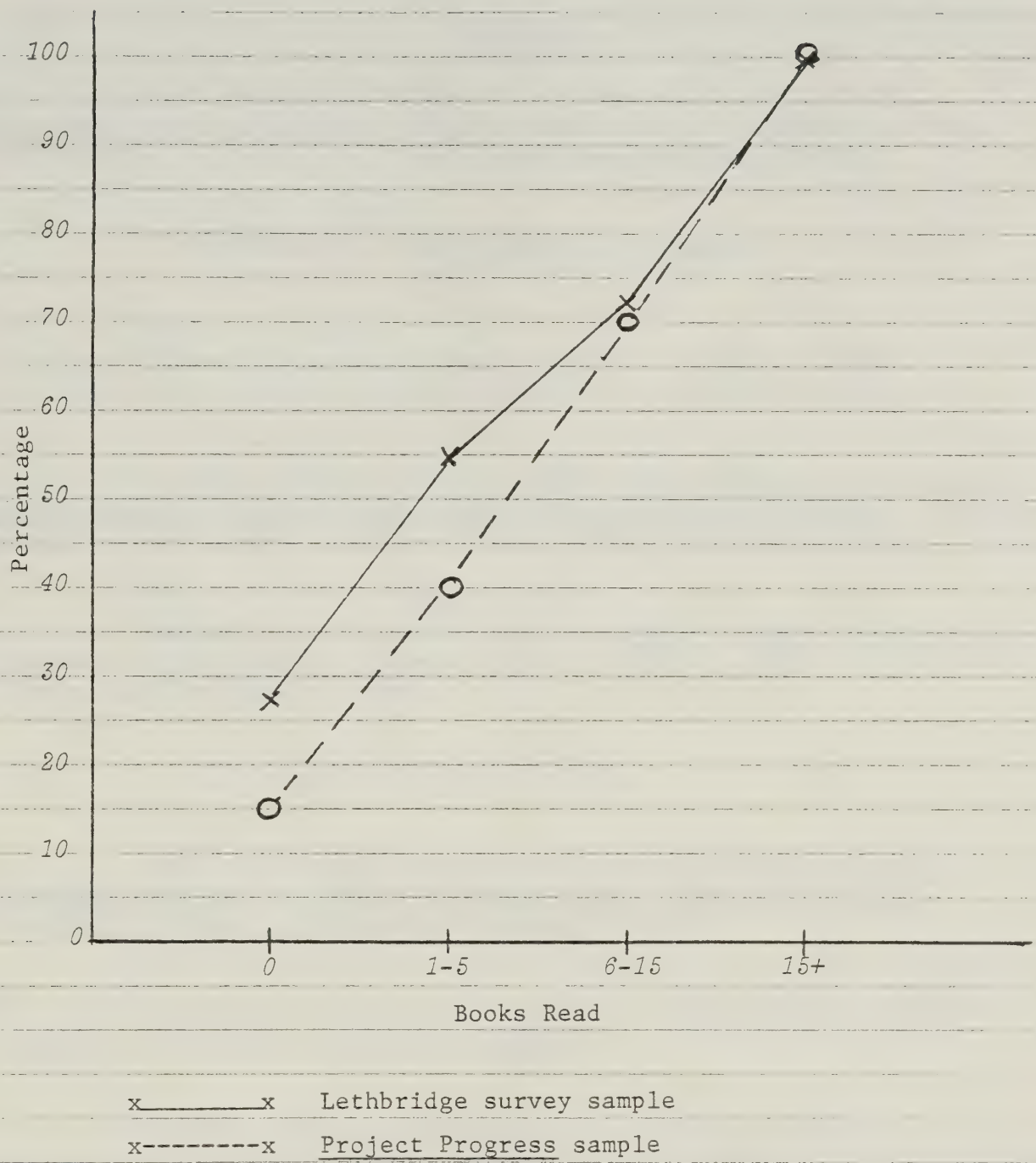


CHART II

BOOKS READ IN THE LAST YEAR

FOOTNOTES

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³Given in unpublished annual report for 1981 available at Alberta Culture Library Services Branch.

⁴Canada, Statistics Canada, 1976 Census of Canada: Supplementary Bulletins: Geographic and Demographic (Ottawa: Minister of Supply and Services, 1978), Bulletin 8SD2, p. V.

⁵Canada, Statistics Canada, 1971 Census of Canada, (Ottawa: Information Canada, 1973), Vol. 1, Part 3, Bulletin 1.3-4, Inside Front Cover.

⁶p. 129 - 136 of this thesis.

⁷Eric A. Clough and Jacqueline Quarmby, A Public Library Service for Ethnic Minorities in Great Britain (Westport, Conn.: Greenwood Press, 1978).

⁸Vernon E. Palmour, A Planning Process for Public Libraries (Chicago: A.L.A., 1980).

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¹¹Canada, Royal Commission on Bilingualism and Biculturalism, Report. Book IV: The Cultural Contribution of the Other Ethnic Groups (Ottawa, Queen's Printer, 1969).

¹²Canada, Parliament, House of Commons, Federal Government's Response to Book IV of the Report of the Royal Commission on Bilingualism and Biculturalism, tabled in the House on 8 October, 1971.

¹³Canada, Dominion Bureau of Statistics, Ninth Census of Canada, 1951, Report, V. 1. (Ottawa: Queen's Printer, 1953), Table 1-1.

¹⁴The Canadian Family Tree (Ottawa: Secretary of State, 1967), pp. 11-15.

¹⁵Canada, Dominion Bureau of Statistics, Ninth Census of Canada, 1951, Report, V. 1. (Ottawa: Queen's Printer, 1953), Table 31-1.

¹⁶The Canadian Family Tree, p. 16.

¹⁷*Ibid.*, p. 17.

¹⁸*Ibid.*

¹⁹Howard Palmer, Land of the Second Chance (Lethbridge: Lethbridge Herald, 1972), pp. 252-56.

²⁰Nora Story, The Oxford Companion to Canadian History and Literature (Toronto: Oxford University Press, 1967), pp. 760, 762.

²¹Palmer, *op. cit.*, pp. 174-75, 29-30, 54-55.

²²K. G. O'Bryan et al., Non-official Languages (Ottawa: Ministry of Supplies and Services, 1976), p. 9.

²³Erna Paris, Jews (Toronto: Macmillan, 1980), p. 96.

²⁴The Canadian Family Tree, p. 20.

²⁵*Ibid.*, p. 21.

²⁶Canada, Statistics Canada, 1971 Census of Canada (Ottawa: Information Canada, 1973), Vol. 1, Part 3, Bulletin 3-2, Table 17, and Canada, Statistics Canada, 1976 Census of Canada, Supplementary Bulletins: Geographic and Demographic, (Ottawa: Minister of Supply and Services, 1978), Bulletin 8SD2, Table 1.

²⁷Marie F. Zielinska, "Multiculturalism and Library Services to Ethnic Communities," UNESCO Bulletin for Libraries, 32:18, January-February, 1978.

²⁸Cited on Order Form used to request books, as available at Alberta's Multilingual Biblioservice, February, 1982.

²⁹Alberta Cultural Heritage Conference, Discussion Group Sessions (Edmonton: [n.n.], 1972)

³⁰Internal annual report of Multilingual Biblioservice, available at Alberta Culture, Library Services Branch.

³¹"Lethbridge," Encyclopedia Canadiana, VI, 126-27.

³²Canada, Statistics Canada, 1976 Census of Canada, (Ottawa: Minister of Supply and Services, 1978), Vol. 1, Catalogue 92-822, Table 9.

³³Alberta, Municipal Affairs, Official Population List, 1981 (Edmonton: [Alberta Municipal Affairs], 1981)

³⁴Given in an unpublished annual report for 1981 available at Alberta Culture Library Services Branch.

³⁵As explained in the Methodology percentages, have been rounded off.

³⁶Carol Kirsh et al., A Leisure Study--Canada, 1972 (Toronto: A. E. Design and Cultural Publications, 1973), p. 152.

³⁷Kenneth W. Watson, Leisure Reading Habits (Ottawa: Infoscan Inc., 1980), p. 10, 22.

³⁸Project Progress (Ottawa: CLA, 1981), p. 81.

³⁹Ibid., p. 52

⁴⁰Rolf E. Schliewen, A Leisure Study: Canada 1975 (Ottawa: Comstat Consulting Services, 1977), p. 42.

⁴¹Watson, op. cit., p. 17.

⁴²Schliewen, op. cit., p. 41.

⁴³Watson, op. cit., p. 15.

⁴⁴Ibid., p. 63.

⁴⁵Ibid., p. 61.

⁴⁶Project Progress, p. 56.

⁴⁷Watson, op. cit., p. 74.

⁴⁸Project Progress, p. 60.

⁴⁹In this chapter whenever reference is made to population data, Table II provides detailed statistics.

⁵⁰Watson, op. cit., p. 19-24.

⁵¹Schliewen, op. cit., p. 42.

⁵²Ibid., p. 41.

⁵³Project Progress, p. 56.

⁵⁴Watson, op. cit., p. 74.

⁵⁵Schliewen, op. cit., p. 42.

⁵⁶Ibid., p. 41-42.

⁵⁷Project Progress, p. 56.

⁵⁸Schliewen, op. cit., pp. 41-42.

⁵⁹Project Progress, p. 56.

⁶⁰Schliewen, op. cit., p. 42.

⁶¹Dog-Ear, No. 12, January, 1979.

⁶²1976 census figures for mother tongue were used.

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APPENDICES

- I Summary of Ethnic Groups and Schools in Lethbridge
- IIA Letter Sent to Ethnic Leaders by O. J. Gil
- IIB Letter Sent to Ethnic Leaders by S. Wright
- III Numbers of Interviews with Representatives of Individual Ethnic Groups
- IV Organizations Represented in the Study
- V Survey Instrument
- VI Languages Not Surveyed but Available at Lethbridge Public Library
- VII Hungarian Library Needs

APPENDIX I

SUMMARY OF ETHNIC GROUPS AND SCHOOLS IN LETHBRIDGE

Chinese	1
Croatian	1
Czech	1 + 1 language school
French	2 + 2 immersion schools
German	1 + 1 language school
Hungarian	2 + 1 language school
Italian	2
Japanese	4 + 1 language school
Lithuanian	1
Polish	2 + 1 language school
Tibetan	1
Ukrainian	5

There are also two multi-ethnic groups in the city.



203-96 Grosvenor Blvd.
St. Albert, Alberta
T8N 2T1
March 18, 1982

I am a graduate student at the University of Alberta. The thesis for my Master of Library Science programme is a study of the need for and use of reading materials in languages other than English by citizens of Lethbridge.

I would like to spend about half an hour with you to discuss your views on the need for multilingual reading materials in your city. I am planning to be in Lethbridge the week of April 19th and would like to meet with you then. I shall telephone you the week of April 5th to arrange a time that will be convenient for you.

Thank you very much for your time and assistance.

Yours truly,

Olga J. Gil, B.A., B.L.S.

APPENDIX IIA

LETTER SENT TO ETHNIC LEADERS



March 16, 1982

TO WHOM IT MAY CONCERN:

Ms. Olga Gil is a student in the Master of Library Science program at this University.

As part of the requirements for the degree of M.L.S., she is undertaking a thesis on the library needs of ethnic communities in Alberta, using the City of Lethbridge as a representative area. The data collected should be of use not only for this study, but also for other libraries in evaluating the effectiveness of their services in languages other than English.

Any assistance you can provide Ms. Gil in her research will be much appreciated.

Yours sincerely,

S. Wright, Professor

SW/jjm

APPENDIX IIB
LETTER SENT TO ETHNIC LEADERS

APPENDIX III

NUMBER OF INTERVIEWS WITH REPRESENTATIVES
OF INDIVIDUAL ETHNIC GROUPS

	Number of Organizations	Number of Individuals	Other Individuals Interviewed
Chinese	1	1	1
Croatian	1	1	
Czech	1	1	
Dutch	1	1	
French	3	5	
German	2	3	1
Hungarian	3	3	2
Italian	2	3	1
Japanese	3	4	1
Lithuanian	1	1	
Polish	2	3	
Ukrainian	3	3	
	<hr/> 23	<hr/> 29	<hr/> 6

APPENDIX IV

ORGANIZATIONS REPRESENTED IN THE STUDY

Association of United Ukrainian Canadians. Ladies Auxiliary
Association Canadienne-Francaise de l'Alberta
Canadian Parents for French
Canadian Polish Association
Chinese National League
Club Francais, University of Lethbridge
Croatian Canadian Club
Czechoslovak Cultural Society of Southern Alberta
German Canadian Club
German Language School
Hungarian Cultural Society of Southern Alberta
Hungarian Old-Timers' Association
Italian Club Women's Auxiliary
Japanese Canadian Association
Japanese Language School
Lethbridge Buddhist Church
Lithuanian Canadian Community
Patofi Hungarian Language School
Polish Combatants Association
Romulus and Remus Italian Canadian Club
Southern Alberta Ethnic Association
'U' First Community Services Foundation
Ukrainian Canadian Committee
Ukrainian Catholic Women's League

APPENDIX V
SURVEY INSTRUMENT

MULTILINGUAL BIBLIOSERVICE IN LETHBRIDGE

Respondent's name:

1. Information About the Organization

Name of organization:

Year organized:

Size: No. of members:

How many are: Male.....

Female.....

Age of most: -16.....
 17-20.....
 21-29.....
 30-39.....
 40-49.....
 50-59.....
 60+.....

II. Information About the Individual

What languages do you speak?

What languages other than English do you read?

IF MORE THAN ONE LANGUAGE:

Which language do you read most often? (LIST IN ORDER OF
FREQUENCY)

In which language do you prefer to read?

THE PREFERRED NON-ENGLISH LANGUAGE IS TO BE SURVEYED

III. Information About Reading Habits

About how many hours per week do you spend in...

School or job-related reading?....._____

Recreation or leisure reading?....._____

What topics do you like to read?

What do you read most frequently? LIST IN ORDER OF
FREQUENCY

Books....._____

Magazines....._____

Newspapers....._____

Other....._____

When did you last read a complete book for recreation?

In the last week....._____

Last month....._____

Last 2 months....._____

2-6 months....._____

7-12 months....._____

More than a year....._____

Don't remember....._____

About how many complete books did you read in the last year?

None....._____

5 or less....._____

6-15....._____

More....._____

IV. Information About Use of Library

Where do you get the books you read?

Buy them....._____

Borrow from friends....._____

Borrow from public library....._____

Borrow from school/college library.._____

Borrow from another type of library

(SPECIFY)....._____

Other (SPECIFY)....._____

From which do you get the most books?

Where do you get the magazines you read?

Buy them....._____

Borrow from friends....._____

Borrow from public library....._____

Borrow from school/college library._____

Borrow from another type of library

(SPECIFY)....._____

Other (SPECIFY)....._____

From which do you get the most magazines?

Where do you get the newspapers you read?

Buy them....._____

Borrow from friends....._____

Borrow from public library....._____

Borrow from school/college library....._____

Borrow from another type of library (SPECIFY)_____

Other (SPECIFY)....._____

From which do you get the most newspapers?

IF PUBLIC LIBRARY NOT USED:

How could the public library be of use to you?

What reading could it provide you (IN LANGUAGE BEING
SURVEYED?)

Books....._____

Newspapers....._____

Information....._____

ESL material....._____

Magazines....._____

Non-Print materials....._____

Other (SPECIFY)....._____

IF PUBLIC LIBRARY IS USED:

How did you find out about the collection?

Brochure.....
 Friend/relative/neighbour.....
 Library staff.....
 Newspaper.....
 Ethnic newspaper.....
 Radio.....
 Television.....
 Other (SPECIFY).....

How would you rate the library's book collection for your
 use:

FLASH CARD TO BE USED

Excellent.....
 Good.....
 Satisfactory.....
 Needs improvement.....
 Poor.....
 Don't need/know.....
 Other (SPECIFY).....

How would you rate the library's collection of magazines for your use?

FLASH CARD TO BE USED

Excellent.....
Good.....
Satisfactory.....
Needs improvement.....
Poor.....
Don't know/need.....
Other (SPECIFY).....

How would you rate the library's collection of newspapers for your use:

FLASH CARD TO BE USED

Excellent.....
Good.....
Satisfactory.....
Needs improvement.....
Poor.....
Don't know/need.....
Other (SPECIFY).....

In what way could the library improve its collection of:
books?

magazines?

newspapers?

information?

ESL material?

non-print materials?

other (SPECIFY)

How easy to use is the library's collection of the material
we have been discussing?

FLASH CARD TO BE USED

Very easy....._____

Easy....._____

Difficult....._____

Very difficult....._____

What other materials and services do you use in the library?

Records....._____

Films....._____

Tapes....._____

English language material....._____

Reading rooms....._____

Information service....._____

Cultural programs....._____

Other (SPECIFY)....._____

Do you lend any of the reading materials you get from the library to your friends?

Yes....._____

No....._____

IF YES:

How frequently does this happen?

Do these friends borrow materials from the library themselves as well?

Other comments:

APPENDIX VI
LANGUAGES NOT SURVEYED BUT AVAILABLE
AT LETHBRIDGE PUBLIC LIBRARY

Cree

Danish

Finnish

Gujarati

Punjabi

Slovak

Spanish

Swedish

Urdu

Vietnamese

APPENDIX VII
HUNGARIAN LIBRARY NEEDS

1. Picture books and easy books on a child's level.
2. First, second, third and fourth grade level elementary reading books.
3. Readers and grammar text-books with English notes and explanations for learning the native language by people who speak only English.
4. Books of poems for both young and old. Poems for young people very important in teaching and learning the native language.
5. Geography books with many pictures and some pages with maps written on the Grade 8 level.
6. History books, both early and recent history, written objectively.
7. History and events of World War II written objectively.
8. Novels, short stories for both juveniles and adult readers.
9. Humorous books, jokes, short observations of life.
10. Music scores with lyrics (for both hands on piano) of popular folk melodies and patriotic songs.
11. Popular Christmas melodies with music scores and lyrics for both hands when played on piano.
12. Books on folk dances, possibly with choreography.
13. Records of folk melodies with and without lyrics. Also some popular dance music on records of past and recent times.
14. Cultural magazines in the original tongue which would familiarize second and third generation Canadians with changes in their homeland.

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